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ABSTRACT

This handbook is designed to help curriculum managers at Oregon's community colleges understand the State Board of Education criteria and processes that support the continued expansion and improvement of instruction. It outlines approval requirements and procedures for Oregon community college associate degrees, certificates of completion, programs, and courses, as well as the revision of approved programs and courses. The State Board of Education had approved all Oregon community colleges to offer the Associate of Arts-Oregon Transfer (AA-OT) degree. The AA-OT degree is intended to prepare students to transfer into upper division baccalaureate courses. The AA-OT degree requires a minimum of 90 credits, of which at least 58 must conform to the general education and distribution requirements. Most community colleges are also authorized to offer the Associate of Science (AS), the Associate of General Studies (AGS), and the Associate of Applied Science (AAS) degrees. The handbook offers guidelines for gaining State Board of Education program approval. Guidelines are based on 10 steps, including the following: (1) the community college must determine the need for and their capacity to offer a new program or an existing program in a new location; and (2) the community college must complete a Notice of Intent to Apply for a New Program/Location. Appended are: Community Colleges and Workforce Development (CCWD) Organizational Framework; Statewide Community College Committees and Organizations; Oregon Department of Education (ODE) Organization Chart; Forms and Instructions; Advertising Do's and Don'ts; Oregon Community Colleges Workforce Course and Program Approval Matrix; and the State Course Numbering System. A state staff directory, a list of references and resources, a list of acronyms, a glossary, and an index are also included. (NB)

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COMMUNITY COLLEGE HANDBOOK

October 2001 Edition

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COMMUNITY COLLEGE HANDBOOK

October 2001 Edition

State Approval Requirements and Procedures for Degrees, Programs, Courses, and Instructors

OREGON DEPARTMENT OF COMMUNITY COLLEGES
AND WORKFORCE DEVELOPMENT
255 Capitol Street NE
Salem, Oregon 97310

www.odccwd.state.or.us

The **Community College Handbook, October 2001 Edition** (the **Handbook**) has been expanded to serve as a comprehensive resource for Oregon community colleges. The **Handbook** contains changes, enhancements, and additional background information to assist both the veterans and new staff in Oregon community colleges to understand the state requirements and procedures associated with community college operations. As a part of the revision process, policies and procedures were examined and streamlined wherever possible.

Revisions in the **Handbook** update information from the 1996 edition while responding to concerns from community college administrators and other personnel that the "institutional memory" of the colleges is diminishing through the retirement of the college and agency staff that developed the current system. With the changes in the **Handbook**, even veteran community college administrators will want to familiarize themselves with this new version. Department of Community Colleges and Workforce Development (CCWD) staff will provide in-service opportunities to the colleges concerning the information in the new **Handbook**.

I would like to take this opportunity to recognize the contributions of many individuals and groups in the development of the **Community College Handbook, October 2001 Edition**. The Council of Instructional Administrators (CIA), under the leadership of Liz Goulard (Chemeketa Community College), was especially helpful, providing significant input as a full group. Members of a CIA subcommittee chaired by Dave Phillips (Clatsop Community College) provided an extensive review and many suggestions for improvement. The members of the subcommittee deserve special recognition and include Marilyn Davis (Portland Community College), Ron Jantzi (Chemeketa Community College), Lynda Hatfield (Southwestern Oregon Community College), Cindy Hauser (Rogue Community College), and Glen Ferris (Clackamas Community College).

Appreciation is also extended to Nancy Hargis Stevenson as the primary writer and editor of the document. Brent Jacobsen deserves recognition for leading the staff team including Salam Noor, Greg Harpole, Ilene Spencer, and Elaine Yandle-Roth, who provided content assistance, Terry Bouie for creating the online version of the **Handbook**, and CCWD/OPTE Education Program Specialists (see state staff directory) for their review of materials and streamlining of procedures included herein. My thanks also go to Mary Gorton, Department of Administrative Services, for the **Handbook's** graphic design and desktop publishing.

I believe that this **Handbook** will prove a useful tool in supporting Oregon's community colleges in their quest to provide high quality education and training that is responsive to the needs of community college students and Oregon's workforce.

Cam Preus-Braly
Commissioner of Community Colleges
and Workforce Development

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INTRODUCTION

Community colleges have played a significant role in the education of Oregon's citizens for the past 40 years. The 1959 Oregon Legislative Assembly formed are education districts, later to become community college districts. Oregon community colleges now enroll nearly 400,000 students annually in a vast array of programs and courses designed to strengthen academic knowledge and skills, prepare students for entry into and advancement in the workplace, complete undergraduate coursework toward a baccalaureate degree, and provide employers with specialized training for their employees.

The **Community College Handbook, October 2001 Edition**, (the **Handbook**) is intended to be a key resource to support the development of curricula and programs. It includes background information that sets the context for program development and current information to guide the approval process, as well as the procedures and rules governing them.

The **Handbook** is intended to help curriculum managers (instructors, department chairs, deans, vice presidents, and support staff) at Oregon's community colleges understand the State Board of Education criteria and processes that support the continued improvement and expansion of instruction. It outlines approval requirements and procedures for Oregon community college associate degrees, certificates of completion, programs, and courses, as well as the revision of approved programs and courses.

State funding to assist a college's instructional programs is available only for the direct instruction of State approved professional technical education courses and programs, lower division collegiate courses, developmental education, and some self-improvement courses. State funding is not available for hobby and recreation courses or activities.

*The most current and accurate version of the **Handbook** is available through the CCWD website at www.odccwd.state.or.us/. Users are encouraged to obtain the **Handbook** and information concerning updates, corrections, and new information from the website.*

Community college local processes are generally designed to fulfill these state requirements, as well as to meet the accreditation standards of the Northwest Association of Schools and Colleges Commission on Colleges and Universities. For further information on accreditation of postsecondary institutions, see the Commission on Colleges and Universities website at www.cocnasc.org.

Oregon Revised Statutes (ORS) and Oregon Administrative Rules (OAR) are referenced throughout the **Handbook** and are available on the web for reference. The ORS database is available at *http://landru.leg.state.or.us/ors*. Note that this database may contain errors or omissions. The official record copy of the ORS is the published copy.

The complete text of all OARs is available on the Oregon State Archives Administrative Rule website at *http://arcweb.sos.state.or.us*. OARs are filed by agency number and name. Users may also access OARs from selected agency websites, including the Department of Community Colleges and Workforce Development and the Oregon Student Assistance Commission. Information on all states agencies is available at *www.state.or.us/agencies.htm*.

A limited number of copies of the **Handbook** are available from CCWD, Public Service Building, 255 Capitol Street NE, Salem, OR 97310.

State Roles and Responsibilities

This section describes the state agencies that play important roles in curricula and program development and the approval process.

State Board of Education

The State Board of Education, appointed by the Governor, establishes policy for all Oregon public schools and community colleges, grades K-14. This policy responsibility applies to the Oregon Department of Community Colleges and Workforce Development (CCWD), headed by a Commissioner appointed by the Board and to the Oregon Department of Education (ODE) headed by an elected Superintendent of Public Instruction. The State Board of Education also serves as the State Board for Vocational and Technical Education under the Carl D. Perkins Vocational and Technical Education Act of 1998, Public Law 105-332.

For further information on the State Board of Education, see the CCWD website at ***www.odccwd.state.or.us/colleges/stateboard/about.htm***

Oregon Department of Community Colleges and Workforce Development

The mission of the Oregon Department of Community Colleges and Workforce Development (CCWD) is to contribute leadership and resources to increase the skills, knowledge, and career opportunities of Oregonians. The mission is accomplished locally through a network of 17 community colleges, seven local workforce areas, community-based organizations, and other partnerships. CCWD is responsible for implementing policies, procedures, and program priorities consistent with policy established by the State Board of Education and the Commissioner of Community Colleges and Workforce Development. CCWD also collaborates with the Oregon Workforce Investment Board (OWIB) to develop recommendations to the Governor on workforce issues. The agency is organized in two teams. The Program Team is responsible for the development of policies and strategies designed to meet the agency mission. The Operations Team is responsible for providing the infrastructure and internal services that allow the Program team to meet its objectives. See Appendix A for the CCWD organizational chart.

CCWD is responsible for maintaining databases on community college students, faculty and staff, finances, and programs and for providing services to track progress, inform the public, make policy decisions, and respond to legislative requests. These databases are also used by the Oregon Progress Board to rate community colleges on their state benchmarks. See page 6 of the **Handbook** for the list of community college benchmarks.

"Intersegmental refers to impacts on private colleges and universities, private career schools, Oregon University System institutions, and other community colleges."

These data are published annually in the **Oregon Community College Profile**, available at ***www.odccwd.state.or.us/colleges.htm***.

CCWD works closely with several statewide groups of community college personnel who provide input and feedback on many aspects of instruction, administration, and legislation. See Appendix B for detailed information on these groups.

For further information on the Oregon Department of Community Colleges and Workforce Development, see the CCWD website at ***www.odccwd.state.or.us***.

For further information on the Oregon Workforce Investment Board, see the website at ***www.workforce.state.or.us/workforce.htm***.

An interagency agreement between the CCWD and the ODE provides staffing and leadership for community college professional technical education programs. The agreement ensures equity, continuity, cooperation, and accountability across the education-to-workforce continuum. This agreement designates the Office of Professional Technical Education (CCWD/OPTE) as jointly responsible to the CCWD and to the ODE through the State Board of Education.

Office of Professional Technical Education

The Office of Professional Technical Education (OPTE) of the Oregon Department of Education provides leadership for professional technical education (also known as career, vocational and/or technical education) from middle school to high school to community college to entrance into the workforce to continuing professional development for incumbent workers. Through the interagency agreement, OPTE provides staff support for community college professional technical education program development, approval, and evaluation and works closely with CCWD teams and committees, as well as with other state education and workforce development organizations.

OPTE provides leadership and technical assistance for school districts, community colleges, education service districts, workforce development organizations, business, and industry. Education Program Specialists provide technical assistance to community college personnel on professional technical education program design, approval processes, evaluation, and administration. Working together, CCWD and OPTE focus on student success in their next steps by designing and implementing systems that align education and workforce development efforts. See Appendix C for the ODE/OPTE organizational chart.

For further information on the Office of Professional Technical Education, see ***www.ode.state.or.us/opte/***.

Oregon Student Assistance Commission, Office of Degree Authorization

The Oregon Student Assistance Commission, Office of Degree Authorization (ODA), has the

> ***"responsibility to prevent new publicly funded postsecondary programs or locations from causing detrimental duplication or significantly adverse intersegmental impact."*** ["Intersegmental" refers to impacts on private colleges and universities, private career schools, Oregon University System institutions, and other community colleges.]

Before a proposed new publicly funded postsecondary program or location may be implemented, ORS 348.603 requires that the Office of Degree Authorization shall have reviewed the proposal and taken action if either detrimental duplication or adverse intersegmental impact seems likely. ORS Chapters 326 and 351 provide for the cooperation of the State Board of Education and the State Board of Higher Education and require compliance with decisions of the Oregon Student Assistance Commission in exercising its final authority for approval or disapproval of a proposed new program or location." [Oregon Administrative Rule (OAR) 583-040-0005].

For detailed information on ODA's responsibilities and roles in postsecondary program approval, see pages 12-16 of the **Handbook**.

For further information, see the Oregon Student Assistance Commission website at www.osac.state.or.us.

Private Career Schools and Veterans Education Programs Section

Private career schools provide significant education and training opportunities for Oregonians in many fields. Any person or organization wanting to train one or more people for any profession is required by Oregon law to be licensed by the State. The Private Career Schools and Veterans Education Programs section of the Oregon Department of Education licenses Oregon proprietary schools and provides educational leadership, technical assistance, and training to the state's 245 private career schools. This section also conducts school site visits and responds to requests for information and complaints about proprietary schools.

As important players in the state's workforce development system, it is vital that community college and other postsecondary programs do not financially harm private career schools when new programs are developed. For this reason, private career schools are included in the Office of Degree Authorization's adverse intersegmental impact and detrimental duplication processes.

Veterans and other individuals eligible to receive veterans' educational benefits must be assured that they are enrolling in programs that meet quality standards. The Private Career Schools and Veterans Education Programs section of the ODE approves programs to offer veterans' educational benefits in private career schools, community colleges, public universities, and private colleges and universities in Oregon. This approval assures students receiving G.I. benefits of quality educational programming.

The Private Career Schools and Veterans Education Programs section website includes a searchable database of schools with programs that are approved by the U.S. Department of Veterans Affairs to offer educational benefits. Providers include colleges and universities, private career schools, flight schools, apprenticeships, and on-the-job training programs.

"The Private Career Schools and Veterans Education Programs section website includes a searchable database of schools with programs that are approved by the U.S. Department of Veterans Affairs to offer educational benefits."

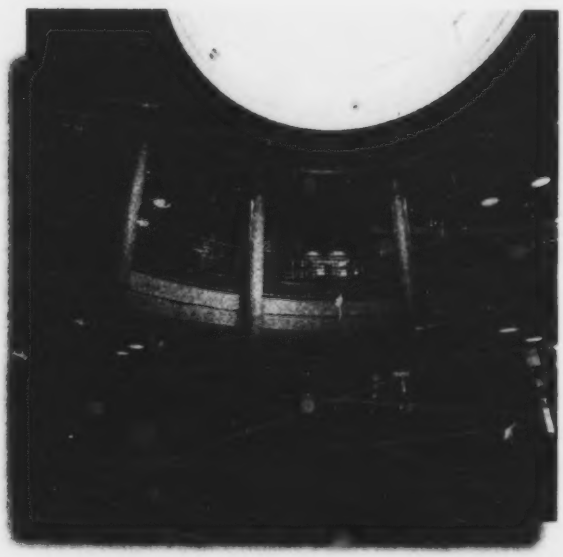
For further information on Private Career Schools and Veterans Education Programs, including the requirements for starting a private career school, school directory, veterans education, and applicable state rules and laws, see www.ode.state.or.us/pcs/.

Oregon Progress Board

The Oregon Progress Board is an independent state planning and oversight agency. The Progress Board focuses Oregon institutions, including all state agencies, on outcomes that support the overall goals of **Oregon Shines**:

- ✔ Quality jobs for all Oregonians
- ✔ Safe, caring, and engaged communities
- ✔ Healthy, sustainable surroundings

State agency budgets are developed and monitored in large measure based on applicable benchmarks and their performance to date. The benchmarks may also serve as important policy-making tools at the local level.



The Oregon Progress Board, charged with implementing the state's 20-year strategic plan, **Oregon Shines**, acknowledges the vital role of community colleges by establishing seven benchmarks that measure the extent of postsecondary education and training.

The following benchmarks serve as targets for community colleges:

a. Percentage of Oregon adults (25+) completing high school or equivalent
b. Percentage of Oregon adults (25+) who have completed some college
c. Percentage of Oregon adults (25+) who have postsecondary professional technical credentials
d. Percentage of Oregon adults (25+) who have completed a) bachelor's degree, b) advanced degree
e. Percentage of adult Oregonians with intermediate literacy skills (prose, document, quantitative)
f. Percentage of adult Oregonians who use a computer or related electronic device to access the Internet and to create documents/graphics or analyze data
g. Percentage of Oregonians in the labor force who received at least 20 hours of skills training in the past year.

*For further information on the Oregon benchmarks, including **Achieving the Oregon Shines Vision: The 2001 Benchmark Performance Report, Oregon Shines II** (1997), the **2000 Oregon Population Survey Summary**, and publication ordering information, see the Progress Board website at www.econ.state.or.us/opb/.*

Associate Degrees

This section provides an overview of the four most common associate degrees offered by Oregon community colleges (Associate of Arts-Oregon Transfer, Associate of Science, Associate of General Studies, and Associate of Applied Science). A brief discussion of the state requirements concerning credits and courses for these degree programs is also included.

Associate degree program requirements and descriptions

The State Board of Education has approved all Oregon community colleges to offer the Associate of Arts-Oregon Transfer (AA-OT) degree. Most community colleges are also authorized to offer the:

a. Associate of Science (AS) degree
b. Associate of General Studies (AGS) degree
c. Associate of Applied Science (AAS) degree

Requirements for completing associate degrees are determined by the local community college board of directors in accordance with State Board of Education criteria and the accreditation requirements of the Northwest Association of Schools and Colleges' Commission on Colleges and Universities. Students may use electives within Associate of Arts-Oregon Transfer, Associate of Science, or Associate of General Studies degrees to focus on meeting *specific* undergraduate program requirements or for entrance into a *particular* postsecondary institution. This focus is not a major or an area of emphasis and is not noted on the degree or transcript.

OAR 589-006-0100(3) specifies the state requirements for associate degrees as follows:

> ***Associate degree requirements shall be approved by the community college board and be included in the institution catalog. At a minimum, associate degrees require:***
>
> ***(a) Ninety total term units;***
> ***(b) A recognizable core of general education courses; and***
> ***(c) An established standard of academic achievement (e.g., grade point average)***

All courses must be "collegiate level" if used to fulfill a requirement in an associate degree program. "Collegiate level" is a term that denotes more than merely college/university transfer courses. Collegiate level also includes provessional technical education coursework and other courses that exceed basic skills, workplace readiness, and fundamental technical skills. Collegiate level work provides skills and information beyond what is normally gained before or during the secondary school level. Collegiate level work is characterized by analysis, synthesis, and applications in which students demonstrate an integration of skills and critical thinking.

Associate of Arts–Oregon Transfer degree

The Associate of Arts-Oregon Transfer (AA-OT) degree is intended to prepare students to transfer into upper division baccalaureate courses. The AA-OT degree requires a minimum of 90 credits, of which at least 58 must conform to the general education and distribution requirements listed below. All credit references are based on quarter credits. The Joint Boards of Education (State Board of Education and State Board

"At a minimum, associate degrees require:

(a) Ninety total term units;
(b) A recognizable core of general education courses; and
(c) An established standard of academic achievement (e.g., grade point average)"

of Higher Education) last approved these guidelines on January 6, 1999. As of late 2001, a revised set of guidelines is awaiting Joint Boards of Education approval.

For the latest version of these guidelines and further information on the Joint Boards of Education and the Joint Boards Articulation Commission, see the website at www.ous.edu/aca/jbac.

"The AA-OT degree is intended to prepare students to transfer into upper division baccalaureate courses."

AA-OT General Requirements

Writing: Nine credits of writing courses, with a grade of "C-" or better in each course. WR 121, 122, and 123 or 227.

Mathematics: Four credits of collegiate level mathematics, for which at least Intermediate Algebra is a prerequisite, with a grade of "C-" or better.

Oral Communication/Rhetoric: Three credits of a fundamentals of speech or communication course with a grade of "C-" or better.

AA-OT Distribution Requirements

Arts and Letters: A minimum of 12 credits, chosen from at least two disciplines, with no more than nine credits from one discipline.

Social Sciences: A minimum of 15 credits, chosen from at least two disciplines, with no more than nine credits from one discipline.

Science/Mathematics/Computer Science: A minimum of 15 credits (including at least 12 credits in biological or physical sciences with laboratories), chosen from at least two disciplines.

AA-OT Electives

Electives comprise about 32 credits of an AA-OT program. The total number of credits depend on the student's selection of courses to meet the General and Distribution requirements.

The following notes are not part of the actual "Guidelines" above, but are presented for clarification purposes.

a. Courses that are developmental in nature, designed to prepare students for college transfer courses, are not applicable to this degree.
b. The "General Requirements" above represent minimal skill competencies. As such, they may be open to demonstration of proficiency. Each community college is encouraged to establish how students may demonstrate competency in lieu of completing the course(s).
c. Courses used to meet the "Distribution Requirements" should be at least three credits each.
d. Computer courses used in the Math/Science/Computer Science area should meet the intersegmental Computer Science chairs group criteria for a science course. This includes CS 120, 121, 122, 161, 162, 171, 260, and 271 from the list of commonly numbered courses.

e. In Arts and Letters, the second year of a foreign language may be included, but not the first year. American Sign Language is considered a foreign language for the purpose of meeting the Arts and Letters requirements.

f. WR 115 may be included in the Associate of Arts-Oregon Transfer degree as an elective, providing that the WR 115 course at the community college is approved by CCWD. A list of approved WR 115 courses can be found on the Joint Boards Articulation Commission website at *www.ous.edu/aca/WR115.html*.

Community colleges may grant Associate of Arts-Oregon Transfer degrees that include up to 12 professional technical education (PTE) credits as electives. Each community college is responsible for identifying and publicizing the professional technical education credits available on its campus that are appropriate for inclusion in the AA-OT degree. The courses must be state approved PTE courses and be collegiate level work. For a discussion of collegiate level work, see pages 7 and 29 of the **Handbook.**

Students earning an Associate of Arts-Oregon Transfer degree from a community college will have earned credit and/or demonstrated proficiency in the requirements listed for that college. Oregon University System (OUS) institutions will accept this degree as meeting their lower division, general education requirements. Students transferring with an AA-OT degree will have junior standing for registration purposes. However, a transfer student with an AA-OT degree does not necessarily meet school, department, or major requirements with regard to courses or grade point average.

State requirements for AA-OT degrees change periodically. For the most current information, see www.ous.edu/aca/jbacl.

Associate of Science degree

The Associate of Science (AS) degree is intended to prepare students to transfer into an upper division baccalaureate degree program in areas such as Business, Science, Mathematics, and Engineering. An AS degree program is often designed to meet the requirements of a specific receiving institution. "Associate of Science" is the only designation that is recorded on the student's transcript. There are no majors within the AS degree. However, clusters of courses are frequently used for advising purposes to assist students plan their transition into upper division baccalaureate programs. Community college catalogs and other advising materials must clearly state that these clusters of courses are not programs or majors.

"The AS degree is intended to prepare students to transfer into an upper division baccalaureate degree program."

At a minimum, the AS degree must include 90 quarter credits or equivalent proficiency; a recognizable core of general education courses; and an established standard of academic achievement (e.g., grade point average). Electives may include any lower division collegiate (LDC) transfer course or professional technical education course that has been state approved as part of a community college to college/university transfer agreement with the Oregon University System institution where credit is to be applied. OUS institutional policies vary on the transfer of individual professional technical education courses taken outside of a block transfer agreement between a community college and an OUS institution, but are usually limited to 12 credits. Developmental education courses (academic and professional technical education courses below the collegiate level) are seen as preparatory or prerequisites and do not apply to AS program requirements.

"The AGS degree is intended to meet individual student need using a variety of collegiate level courses to meet degree requirements."

Associate of General Studies degree

The Associate of General Studies (AGS) degree is intended to meet individual student need using a variety of collegiate level courses to meet degree requirements. "Associate of General Studies" appears on the student's transcript. Specific program designation or focus does not appear on the student's transcript or degree. Academic or professional technical education courses used to satisfy AGS degree requirements must be collegiate level. See pages 7 and 29 for a discussion of collegiate level work.

Local community colleges are responsible for clearly defining the requirements of the AGS degree. At a minimum, the AGS degree must include 90 quarter credits or equivalent proficiency; a recognizable core of general education courses; and an established standard of academic achievement (e.g., grade point average). Electives may include any combination of lower division collegiate (LDC) transfer and/or collegiate level professional technical education courses.

The AGS degree is not be advertised or communicated to students as occupational preparation. The AGS degree is not to be used instead of a state approved occupational preparatory Associate of Applied Science degree or certificate of completion program. Developmental education courses (academic and professional technical education courses below the collegiate level) are seen as preparatory or prerequisites and do not apply to AGS program requirements.

"The AAS degree is intended to prepare graduates for direct entry into the workforce."

Associate of Applied Science degree

The Associate of Applied Science (AAS) degree is intended to prepare graduates for direct entry into the workforce. The AAS degree may also help to prepare students for career advancement, occupational licensure, or further study at the baccalaureate level. It develops a student's employment skills while maintaining a recognizable core of general education courses. This is the only degree where the student's occupational program is noted in the degree title and is communicated on the student's transcript, (e.g., AAS degree: Automotive Technology, Electronics Engineering Technology, Nursing, Marketing).

At a minimum, the AAS must include 90 quarter credits or equivalent proficiency; a recognizable core of general education courses; and an established standard of academic achievement (e.g., grade point average). Curricula focus on the application of knowledge and skills related to the occupations and careers identified by the program. Electives may include a combination of lower division collegiate (LDC) transfer and/or collegiate level professional technical education courses.

For detailed information on the AAS approval process, refer to the "Program Approval Process Overview" on pages 23-24 and the "Steps for Gaining State Board Approval" on pages 24-26 of the **Handbook**.

See also "Business and Industry-Based Programs" on pages 44-45 and "Statewide or Regional Consortium Associate of Applied Science Degree and Certificate of Completion Programs" on page 26.

Community College Programs and Program Approval

This section provides general information about the state requirements and procedures for approval of community college programs. Detailed information concerning the approval of AAS degrees, options, and certificates of completion is provided.

The Office of Degree Authorization (ODA) is responsible for approving all postsecondary degrees, programs, certificates of completion, and new locations of existing programs in Oregon. The **Handbook** uses Oregon's legal definition of a postsecondary "program" throughout its text. OAR 583-040-0010, promulgated by the Office of Degree Authorization (ODA) defines "program" and related terms as follows:

> *(3) "Program" means any organized teaching and learning activity with open enrollment of which successful completion qualifies a student for a degree, a certificate of substantial academic or vocational learning short of a degree, a certificate of preparation related to new or modified occupational licensure, or another academic or vocational certificate that represents a shorter period of activity but has value as a public credential. An activity is not a "program" if it leads to no document other than proof of attendance, which accordingly does not signify or imply measured or measurable academic or vocational learning and does not signify or imply measured or measurable preparation for new job duties, provided that the activity is advertised solely for intrinsic intellectual or recreational value or is advertised explicitly as continuing education for previously qualified workers seeking review or additional knowledge related to their current occupations.*
>
> *(4) "New program" means any program not previously approved by the Office* [of Degree Authorization] *or the* [Oregon Student Assistance] *Commission, or by their predecessor review authorities, regardless of whether it comprises new instructional components or the reassembled components of existing programs. "New program" does not mean addition of a minor area of optional specialization within an existing program when there is no substantial change in the credential awarded. Reorganization or renaming does not in itself constitute a new program.*
>
> *(5) "New location" of an approved program means a facility where students collectively may receive instruction in the program face-to-face or through telecommunications in a community not previously so served, including a non-Oregon location within 50 miles of where a comparable program is located in Oregon. "New location" does not mean a medium of statewide or universal transmission through which students separately and privately receive instruction for distance learning.*
>
> *(10) "Community not previously so served" means a location in addition to or outside of the geographic regions or specific sites for which the program is approved. Programs operating prior to August 12, 1998 are considered approved for any geographic regions or specific sites included in their original public notice.*

Legal authority for state approval of community college programs

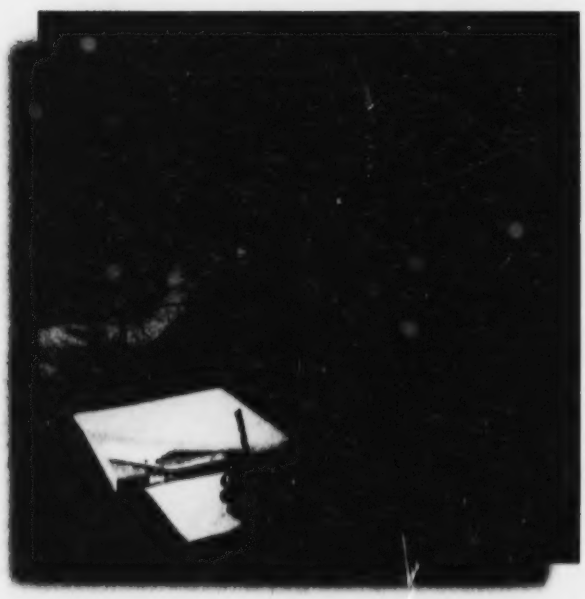
"Programs provided on a contract basis for a specific employer and which are open only to employees are exempt, and no adverse intersegmental impact or detrimental duplication complaints may be made."

Legal authority for statewide coordination of community college courses and curricula is accomplished through Chapter 589, Division 6 of the Oregon Administrative Rules adopted by the State Board of Education under the authority of Chapter 341 of the Oregon Revised Statutes.

The State Board of Education authorizes local community college district boards of education to offer courses and to issue associate degrees and certificates attesting to a student's satisfactory completion of the college's program(s) of study. The Office of Degree Authorization approves all new postsecondary programs and locations to avoid issues pertaining to adverse intersegmental impact and detrimental duplication, as described on pages 12-16.

Program and course curriculum approval will normally continue in effect until:

a. The program or course curriculum is revised, or
b. The program or course is deleted from the college's program, or
c. The program or course is disqualified because it no longer meets State Board of Education approval criteria and standards.



The Office of Degree Authorization process

The process ODA uses to approve or disapprove new publicly funded degree programs in Oregon is rooted in ORS 348.603 and is set forth in detail in OAR 583-040. This law was established at the request of Oregon private colleges, universities, and private career schools.

The rules have two triggers, *both* of which must operate for jurisdiction to occur.

a. The proposed new program or location must use at least some *public funds*. Public funds include facilities, equipment, staff, money, etc. Financial aid is not considered to be public funds for this purpose.

b. The proposed new program or location must involve an *Oregon college, public or private*. Note that the program does not need to be for credit; the law covers any program leading to a credential from the college that is useful to enter the job market. If the community college does not issue the credential, there is no ODA role.

In addition, the program must be *open enrollment*. Programs provided on a contract basis for a specific employer and which are open only to employees are exempt, and no adverse intersegmental impact or detrimental duplication complaints may be made.

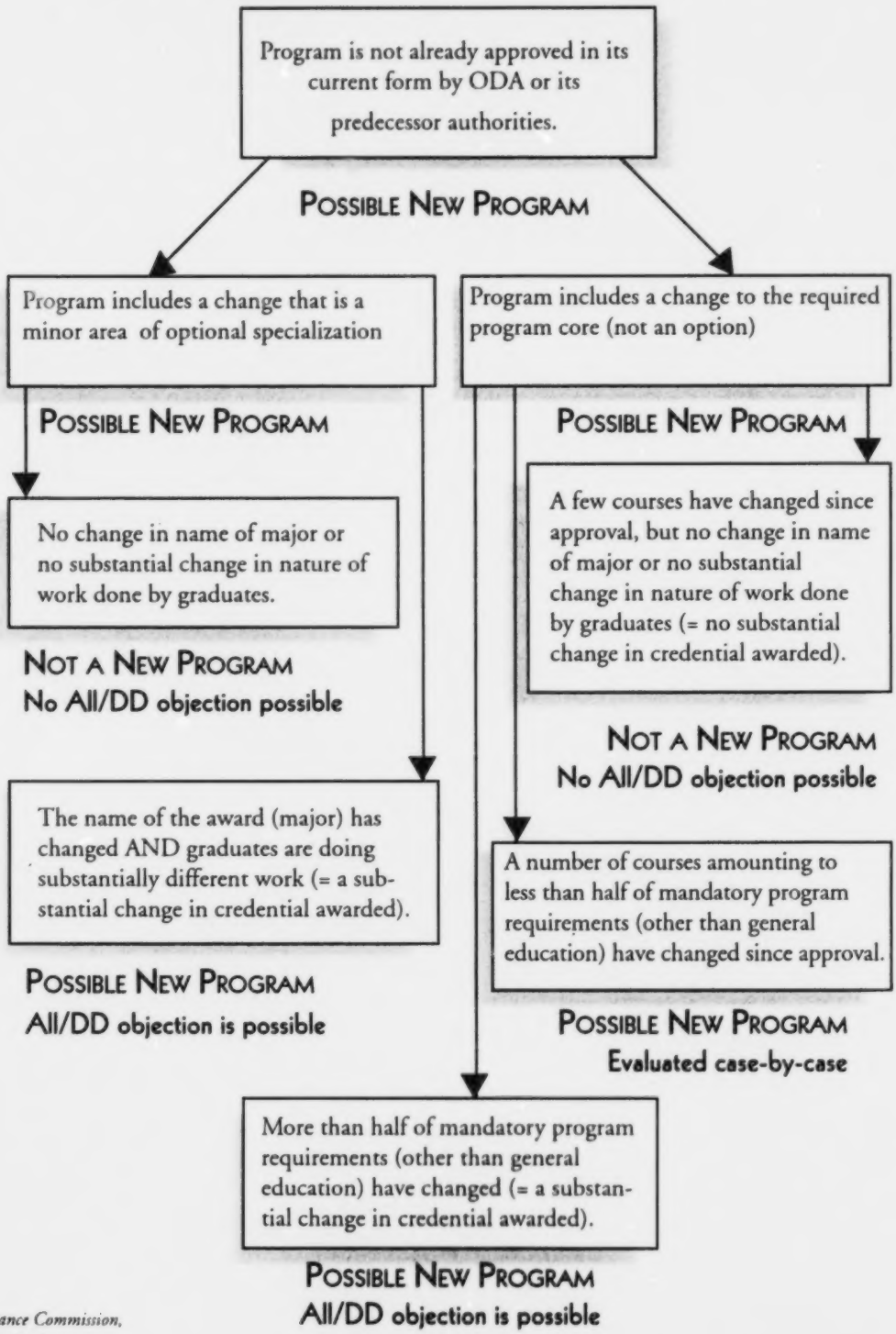
Adverse intersegmental impact and detrimental duplication

ORS 348.603 grants protection from adverse intersegmental impact and detrimental duplication (AII/DD) to programs in segments other than the proposing one. Educational segments are described in OAR 583-040-0005. Institutions using public funds are not allowed to start new programs if institutions in *another segment* object on grounds that demand is not sufficient (*detrimental duplication*) *or* that the new program would draw students disproportionately away from one segment to the benefit of another (*adverse intersegmental impact*). As a practical matter, detrimental duplication is subsumed within adverse impact, and most issues raised through the adverse impact process are resolved by discussions among the affected schools and colleges.

The role of ODA is to assist in resolving AII/DD issues and under certain circumstances to provide mediation and related services. When AII/DD claims cannot be resolved between the parties, ODA becomes involved in a process of hearings, mediation, and other mandated procedures. The ODA role is then strictly prescribed by Oregon Administrative Rules. The statute (ORS 348.603) provides that the Student Assistance Commission makes the final decision whether a program can be offered if an adverse intersegmental impact claim has been made and has gone through the entire hearing process.

Note that ODA does not play a role in adverse impact conflicts between community colleges. Thus, if Portland Community College and Clackamas Community College disagree over programs that compete for the same students, ODA has no statutory role because both are community colleges. The State Board of Education resolves issues that cannot be mediated between community colleges.

FIGURE 1
HOW ODA DECIDES WHETHER A PROGRAM IS NEW


Program is not already approved in its current form by ODA or its predecessor authorities.
POSSIBLE NEW PROGRAM
Program includes a change that is a minor area of optional specialization
Program includes a change to the required program core (not an option)
POSSIBLE NEW PROGRAM
POSSIBLE NEW PROGRAM
No change in name of major or no substantial change in nature of work done by graduates.
A few courses have changed since approval, but no change in name of major or no substantial change in nature of work done by graduates (= no substantial change in credential awarded).
NOT A NEW PROGRAM
No AII/DD objection possible
NOT A NEW PROGRAM
No AII/DD objection possible
The name of the award (major) has changed AND graduates are doing substantially different work (= a substantial change in credential awarded).
A number of courses amounting to less than half of mandatory program requirements (other than general education) have changed since approval.
POSSIBLE NEW PROGRAM
AII/DD objection is possible
POSSIBLE NEW PROGRAM
Evaluated case-by-case
More than half of mandatory program requirements (other than general education) have changed (= a substantial change in credential awarded).
POSSIBLE NEW PROGRAM
AII/DD objection is possible

Source: *Oregon Student Assistance Commission, Office of Degree Authorization*

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FIGURE 2

EXAMPLES TO CLARIFY ISSUES OF ADVERSE INTERSEGMENT IMPACT AND DETRIMENTAL DUPLICATION

COVERED BY AII/DD LAW AND PROCESS (ORS 348.603)

Chemeketa Community College wants a new program on its own main campus. (*Public funds, Oregon college*)

Lane Community College wants to offer a program in Cottage Grove that it originally applied to offer only on its main campus. (*New locations count as new uses of public funds. This problem could be avoided by listing the entire college district in the original application for approval.*)

Oregon State University wants to offer a program on a Portland Community College campus that it already offers in Corvallis. (*OSU has a new location. PCC may be spending public funds, thus it is probably also involved in the adverse intersegmental impact process, but it is not offering the program so its involvement is secondary. OSU does provide a Notice of Intent to public and private institutions for comment on potential adverse intersegmental impact or detrimental duplication.*)

Mt. Hood Community College wants to start a new program in Vancouver, Washington. (*Law covers activities within 50 miles of an Oregon program site, whether in Oregon or not.*)

NOT COVERED BY AII/DD LAW AND PROCESS (ORS 348.603)

Clark College from Vancouver, Washington starts a new program in Gresham. (*No Oregon public funds, but would require ODA approval to operate in Oregon. No adverse intersegmental impact process required.*)

Western Oregon University starts a new program exclusively for employees of Leupold & Stevens in Beaverton. (*Not open enrollment. PCC or Pacific University or Oregon Graduate Institute cannot use adverse intersegmental impact process to object.*)

Pacific University builds a new center and offers programs adjacent to PCC-Rock Creek. (*No public funds*)

Oregon Department of Corrections contracts with Clark College in Vancouver, Washington to offer a new open program in Portland. (*No Oregon college involved*)

Source: *Oregon Student Assistance Commission, Office of Degree Authorization*

Why problems arise

The following situations cause problems to arise that could require ODA involvement.

Creative competition. Issues arise because a public institution wants to provide programs in a particular field when nonpublic institutions, such as private career schools and private colleges, are already providing such programs. Oregon law gives existing programs a preference in this situation unless there is clearly enough demand for an additional program. This situation is fairly common, and most of these issues are worked out between the colleges.

Poor communication. A college forgets to send a notice of intent for a new program in a timely manner. Other providers discover the offending proposal late in the approval process, and a frank exchange of views ensues. However, the new Notice of Intent to Apply for a New Program process managed by CCWD/OPTE on behalf of community colleges and the associated timelines have lessened the likelihood of poor communication's becoming a problem.

Guest providers. When an out-of-state institution begins operating all or part of a program on the campus of an Oregon public institution, the out-of-state institution sometimes erroneously assumes that it is automatically approved, not covered by Oregon law, or that the host campus has done whatever the law requires to make sure that the activity is legal. Some such activities are considered new programs for the Oregon host, depending on the nature of its involvement.

Special requests. If a business or industry asks a college to offer a specific new program for its employees only, the adverse intersegmental impact law does not cover it. However, colleges are sometimes asked to offer a new program by an industry that simply wants to have the program available because it is not satisfied with current offerings in its geographic area. If the program is requested by an employer *but has open enrollment*, the adverse intersegmental impact law covers it.

Segment expansion. Oregon University System institutions have historically offered baccalaureate degrees and higher, with some exceptions (mainly by the Oregon Institute of Technology which offers some associate degrees). In recent years these institutions have been more willing to offer programs in the arena traditionally occupied by community colleges, nontraditional independent colleges, and private career schools, including noncredit programs. One reason for entry into this segment of the market is the new OUS funding model that allows universities to keep more of the money they generate locally. Because the OUS internal notification process includes only for-credit programs, problems may arise when an OUS institution starts a new noncredit program before potential competitors know it has been developed. Recent efforts to share notifications of proposed new programs between OUS institutions and community colleges are improving communications and reducing problems related to segment expansion.

Associate of Applied Science Degrees, AAS Options, and Certificates of Completion

*This section of the **Handbook** communicates specific information regarding the development of new Associate of Applied Science (AAS) degrees, AAS options, and certificate of completion programs, as well as the most common types of program revisions.*

All community colleges are approved to offer the Associate of Arts-Oregon Transfer degree. Most colleges are authorized to offer the Associate of Science, and Associate of General Studies degrees. These degree programs do not add new "majors" within them. Therefore, almost all new programs are Associate of Applied Science degree or certificate of completion programs.

Oregon Revised Statute 341.425, Oregon Administrative Rule 589-006-0300, the **Oregon State Plan for Vocational and Technical Education, 2000-2004,** the **Accreditation Handbook** of the Northwest Association of Schools and Colleges' Commission on Colleges and Universities (1999) and the Carl D. Perkins Vocational and Technical Education Act of 1998 provide much useful guidance and direction as to how programs are to be developed, approved, and revised.

Professional Technical Education

In Oregon, "professional technical education (PTE) is a program of study at the secondary and postsecondary levels that is a key component of Oregon's education and workforce development system. PTE integrates technical career skill proficiencies with academic content and prepares students for the workplace, further education, training, and family and community roles. At the postsecondary level, PTE helps students complete Associate of Applied Science (AAS) degree and certificate of completion programs, preparing them for workplace entry and career success."

(Oregon State Plan for Vocational and Technical Education, 2000-2004.)

OAR 589-006-0300 defines "occupational preparatory" to

> ***"include those courses which are post-secondary courses designed to prepare persons for employment in a specified occupation or cluster of closely related occupations. Complementary courses in general education with an approved curriculum are also included. 'Complementary courses in general education' are defined as those courses that are designed to serve as supportive parts of the occupational preparatory curriculums. They are designed to aid the students in attaining a higher degree of self-development and to assist the student to make a maximum contribution as a citizen in a democratic society."***

There are no state mandates on the specific amount of complementary general education coursework to be included in occupational preparatory programs. Accreditation guidelines are a good source of information for complementary general education proficiencies to be included as related instruction.

The **Accreditation Handbook** of the Northwest Association of Schools and Colleges' Commission on Colleges and Universities (1999) Policy 2.1 on General Education/ Related Instruction Requirements is especially useful in designing complementary general education and related instruction for Associate of Applied Science degrees, AAS options, and certificates of completion.

"Professional technical education (PTE) is a program of study at the secondary and post-secondary levels . . . [that] integrates technical career skill proficiencies with academic content and prepares students for the work-place, further education, training, and family and community roles."

"General education introduces students to the content and methodology of the major areas of knowledge - the humanities and fine arts, the natural sciences, mathematics, and the social sciences - and helps them develop the mental skills that will make them more effective learners."

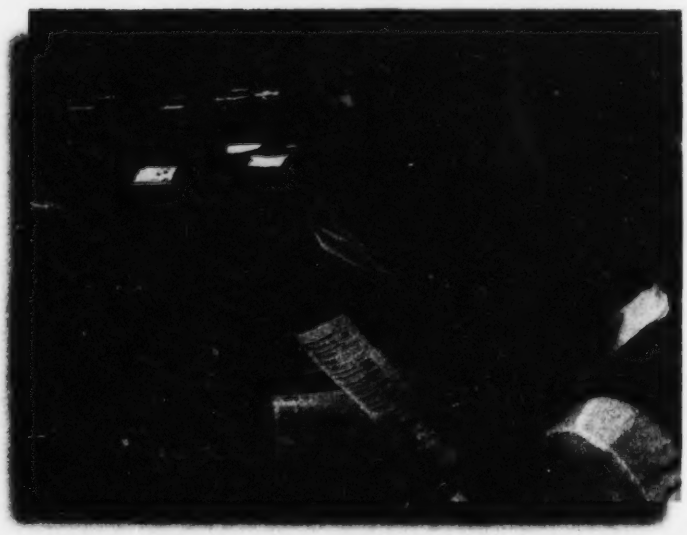
Related instruction includes "programs of study for which applied or specialized associate degrees are granted, or programs of an academic year or more in length for which certificates are granted, must contain a recognizable body of instruction in program-related areas of

1) communication,
2) computation, and
3) human relations.

Additional topics which should be covered as appropriate include safety, industrial safety, and environmental awareness."

Size, scope, and quality

Community college professional technical education programs should be designed, operated, and evaluated with the concepts of size, scope, and quality in mind. The Carl D. Perkins Vocational and Technical Education Act of 1998 requires that "eligible recipients will provide a vocational and technical education program that is of such size, scope and quality to bring about improvement in the quality of the vocational and technical education program" [PL 105-332, Section 134(b)(1)].



The **Oregon State Plan for Vocational and Technical Education,** as adopted by the State Board of Education, recognizes that ". . . size, scope and quality . . .are key to the ability of Oregon students to meet and exceed the state adjusted levels of performance."

The **Plan** defines size, scope, and quality as follows:

Size: The services and experiences necessary for program completion are accessible to all students. The program offers sufficient resources (e.g., technology, courses, work-based learning experiences) to enable students to meet the standards that prepare them for their "next steps."

Scope: The program offers students multiple opportunities to meet academic, technical, and career-related learning [workplace readiness] standards. The curriculum offers a coherent sequence of student experiences, including the integration of academic and technical content, all aspects of an industry, and connections to "next steps."

Quality: Students meet or exceed state academic, technical, and career-related learning or workplace standards. Programs systematically and comprehensively incorporate all elements of the state's program approval standards.

Career guidance and academic advising

The **Oregon State Plan for Vocational and Technical Education** and the Carl Perkins legislation require that students in professional technical education programs have access to comprehensive counseling, advising, and career development services. Community colleges developing new or revising existing professional technical education programs should consider how counseling, advising, and career development services will be related to student enrollment in and successful completion of these programs. Examples of counseling and career development services are career information, career planning, financial aid, and placement.

Three of the Perkins core indicators of performance specifically relate to outcomes of career guidance and academic advising programs. They are as follows:

Student attainment of a postsecondary degree or credential, placement in, retention, and completion of postsecondary education or advanced training, placement in military service, or placement or retention in employment.

Student participation in vocational and technical education programs that lead to nontraditional training and employment.

Student completion of vocational and technical education programs that lead to nontraditional training and employment.

Refer to "Continuous Improvement and Local Improvement Plans" on page 40 of the **Handbook** *for detailed information on all Perkins core indicators of performance.*

Articulation

ORS 341.450 supports articulation between high school and community college programs. This statute specifies that:

> ***Every community college district shall encourage high school students to start early on a college education by implementing two plus two programs and other related programs. Each community college district shall make at least one such program available to each interested school district that is within the boundaries of the community college district.***

State Board of Education policies strongly support viable connections between secondary schools and postsecondary institutions in conformance with the statute. The following policy, adopted in the **Oregon State Plan for Vocational and Technical Education**, should guide the development of Associate of Applied Science degree, AAS option, and certificate of completion programs.

> The State Board of Education supports and encourages articulation agreements among education partners that are designed to provide the most effective and efficient route for students to achieve their individual goals; to save time and money for students and their families; and to create opportunities for students to get credit at high school level for collegiate level work.
>
> These articulation agreements shall include, but not be limited to, the following:
> 1) strong instructor involvement in the articulation agreement development, implementation, and review process;
> 2) consistency across course and subject content;

"State Board of Education policies strongly support viable connections between secondary schools and postsecondary institutions"

3) provisions for Tech Prep, lower division transfer and dual credit;
4) instructors' meeting the accreditation requirements of the credit granting institution;
5) annual review, modification and approval of articulation agreements;
6) clear communications to faculty, students and parents on articulation processes; and
7) adoption of a proficiency-based course entry system.

The State Board of Education shall support a State Plan that affirms Perkins funds' being used to support those secondary/postsecondary connections that will enable all professional technical education students to succeed in their next steps toward achieving their career goals.

Associate of Applied Science Degree programs

The State Board of Education must approve all community college AAS degree, AAS option, and certificate of completion programs. State Board approval assures that programs and courses meet high quality academic and industry standards, employer expectations, instructional practices, and accountability provisions. Students entering community college professional technical education AAS degree, AAS option, and certificate of completion programs are thereby assured that the resources will be available to help them attain positive program outcomes.

The State Board of Education is committed to working with private and public postsecondary institutions and workforce development organizations to meet the education and training needs of Oregon's current and future workforce. New AAS degree, AAS option, and certificate of completion programs complement the workforce development system by providing public resources for programs that meet the employment and other needs of the state. All applications for new AAS degree, AAS option, and certificate of completion programs are approved by the State Board of Education prior to implementation. Approval is based on the criteria described on pages 23-24 of this **Handbook** and Oregon Administrative Rules.

Approval of the State Board of Education is required if the college is going to do any of the following:

a. Transcript the AAS degree, AAS option, certificate of completion, or course for students completing the instruction.
b. Include the AAS degree, AAS option, certificate of completion program, or course in the college catalog or other promotional materials.
c. Provide occupational preparatory instruction (course or courses) leading to the skills needed for direct employment or advancement in the field.
d. Provide occupational supplementary degrees or certificates of completion leading to new skills or advancement in the field.
e. Alter, add, or delete courses to an approved program that change the occupational focus and Classification of Instructional Programs (CIP) title and code of the program.

CCWD/OPTE, in cooperation with the Office of Degree Authorization, is responsible for screening and tentatively approving all community college professional technical education programs. Statutory authority for review on behalf of the State Board is

given in ORS 341.425. Regulatory authority is found in OAR 589-006-0300(2) as follows:

> ***Under the authority of ORS 341.425, the State Board delegates authority to the Department*** [CCWD] ***to approve vocational and technical courses, which approval allows the community college to receive state funding to support those courses. Programs must be approved by the State Board.***

It is important to remember, however, that **both** the State Board of Education and the Office of Degree Authorization must officially approve new associate degrees, AAS options, and certificate of completion programs prior to their being offered by local community colleges. For information on "Business and Industry-Based" programs and degrees, see pages 44-45 of the **Handbook**.

Associate of Applied Science Degree Options

An option is approved only for an Associate of Applied Science (AAS) degree program and may be noted on the student's transcript upon completion. OAR 589-006-0100(7) states that ***"Options within a curriculum constitute a part of the total curriculum; therefore, a revised curriculum must be approved before other options are added."***

Options may be added to an existing AAS degree program or they may be approved as part of a new AAS degree program application. An option may not be added to a certificate of completion or to other associate degrees.

The total number of credits for an option may not exceed 30% of the total credits of the base AAS degree program. An option becomes a new program when the total number of credits for the option exceeds 30% of the degree program credits, when the focus of the new option moves the degree to another CIP title and code, or when the training prepares students for different occupations and employment opportunities than the approved base program. More than one option may be added to an AAS degree program if the option leads to a specialization of the base program. A common core group of courses comprising 70% of program credits must be maintained for all options.

Additions and deletions to program options are reported through the "Community College Program Amendment Form." See the form on the website at ***www.odccwd.state.or.us/colleges/publications*** and in Appendix D.

"Options within a curriculum constitute a part of the total curriculum; therefore, a revised curriculum must be approved before other options are added."

Certificates of Completion

Certificates of completion are awarded for occupational content only. They must be state approved, have a defined job entry point, represent collegiate level work, and meet the State Board of Education's criteria described on pages 23-24.

The certificate of completion program title may be communicated on a student's transcript. The certificate of completion program title may be different from the AAS degree title. For example, if the AAS degree title is "Metallurgy," the certificate of completion title could be "Non-Destructive Materials Testing."

State statute and rules prohibit community colleges from combining a series of courses into a "certificate" program and advertising it to students without State Board of Education approval. Colleges may issue

"The term 'certificate' may only be used for completion of programs approved by the State Board of Education."

nontranscripted recognition awards at their own discretion.

The term "certificate" may only be used for completion of programs approved by the State Board of Education. Other recognition awards given by a college for completion of other units of study may not be called "certificates of completion" and may not be included on the official student transcript. A recognition award may be given to a student who completes a portion of a degree or certificate of completion program. For example, a college may issue a recognition award to a student who has completed the "Transmission" portion of an Associate of Applied Science degree or certificate of completion program. The award may not be transcripted; completed courses may be transcripted. Colleges may also issue attendance awards for participation in seminars or workshops. Attendance awards may not be included on the official student transcript.

Certificate of completion programs may be comprised of 12 to 108 credits. Programs that are 44 credits or less are not eligible for federal financial aid. Programs that are at least 45 credits are considered "one year" certificate of completion programs. Programs of at least 90 credits are considered "two year" certificate of completion programs. Certificates of completion may include from 180 to 1,350 contact hours of instruction.

"Certificate of completion programs must have direct employment entry connections."

If colleges find that they need more credits to prepare students for a specific occupation, they should carefully re-examine the program prerequisites and consider establishing some of them as entrance requirements, (e.g., the Anatomy and Physiology sequence for Nursing students.) They may also consider developing them as occupational supplementary AAS degree or certificate of completion programs. See pages 31-32 of the **Handbook** for detailed information on the approval of occupational preparatory and supplementary courses.

A certificate of completion may be created:

a. As an individual program, or
b. When the college first applies for an AAS degree program, or
c. As an addition to an existing AAS degree program.

Certificate of completion programs must have direct employment entry connections. Depending on circumstances, the addition of a certificate of completion program can be accomplished either through formal written correspondence to CCWD/OPTE, or it may require the new program approval process.

Formal notification to CCWD/OPTE of a college's plan to institute a new certificate of completion program may be used if it:

a. Is tied to an existing AAS degree program;
b. Develops skills to provide completers a family wage occupation; and
c. Stays within the CIP code of the existing AAS degree program.

The new program approval process must be used if it:

a. Is not connected to an existing AAS degree program, or
b. The certificate represents a different CIP code/title than the existing AAS degree program.

For detailed information on the approval process, see the following section and "Steps for Gaining State Board of Education Approval" on pages 24-26 of the **Handbook**.

Program approval process for AAS degrees, AAS options, and certificates of completion

Oregon community colleges use a standard program approval process for all AAS degree, AAS degree option, and certificate of completion programs. Local level decision-making, with major involvement of local and regional business, industry, labor, and workforce development organizations, is required. Before developing a new program, community colleges are responsible for conducting an environmental scan, market research, and a needs analysis to determine if potentially competing programs exist.

Colleges must also conduct sufficient research to determine labor market need for the proposed program. Oregon Employment Department economists and analysts can provide occupational and industry projections for local, regional, and statewide labor markets. Colleges may discover, however, that occupational data are not readily available for the proposed program. Under these circumstances, colleges may contact professional, trade, or industry associations, consult with advisory committees, or conduct their own labor market surveys to establish labor market need.

For Oregon Employment Department labor market information, see the Oregon Labor Market Information (OLMIS) website at ***http://olmis.emp.state.or.us/****.*

CCWD/OPTE Education Program Specialists provide technical assistance to colleges in program planning and in developing new program proposals. Colleges are strongly encouraged to work closely with an assigned CCWD/OPTE Education Program Specialist throughout the planning and application process. CCWD/OPTE provides a series of forms and documents that assist colleges in planning new programs and developing materials to be submitted to the State Board of Education. The most current versions of these forms and other useful information can be found at ***www.odccwd.state.or.us/colleges/publications***.

All AAS degree, AAS option, and certificate of completion programs submitted to the State Board of Education for approval must meet criteria established by the Board on July 1, 1995. These criteria constitute a quality assurance process for prospective students, employers, and receiving institutions of higher education to which a student may transfer. The criteria are summarized in the following paragraphs.

a. Colleges propose new AAS degree programs, AAS options, and certificates of completion working in close collaboration with business, industry, labor, and appropriate workforce development organizations. Labor market research provides evidence of program need based on local, regional, state, and/or national statistics and forecasts. New programs are expected to be joint ventures that are implemented, operated, and evaluated cooperatively by educators, employers, and workforce development organizations.

b. Collaboration with business, industry, labor, and workforce development organizations should clearly demonstrate the college's capacity to offer the program.

Students should be assured that they have the opportunity to meet program outcomes and to attain relevant and current skills and knowledge.

c. The curriculum for the program must demonstrate a cohesive instructional design. It may be connected to local secondary Certificate of Advanced Mastery (CAM) and tech prep programs, as applicable. The curriculum and instructional design must clearly indicate they will lead to student attainment of the academic and technical exit proficiencies needed for success in the occupational field.

d. The instructional design must include access, flexibility, and evaluation components for all students in the program. Additional and supplemental services should be available for protected classes, students in nontraditional training and employment programs, and students with disabilities or other special needs. Program planning and management strategies should include having continuous improvement systems in place that provide for program input through assessment and evaluation, including instructor, employer, and student satisfaction follow-up data.

e. The program design must reflect connections for students to a variety of "next steps." These connections include, but are not limited to other programs in the college, other institutions of higher education, and future training opportunities.

These criteria are incorporated into the "Planning Guide and Application" available at www.odccwd.state.or.us/colleges/publications

Steps for gaining State Board of Education program approval

State approval of AAS degrees, AAS options, and certificates of completion follows an established procedure. The process is designed to meet the State Board of Education criteria described above. Understanding and following the steps carefully will help develop a high quality program and to attain the most efficient process leading to program approval. CCWD/OPTE staff is available to assist community colleges throughout the program planning, development, application, approval, operation, and evaluation processes. Working closely with the assigned CCWD/OPTE Education Program Specialist will facilitate the timely completion of the application and approval process.

It is important to note that the State Board of Education establishes an annual meeting schedule that varies from year to year. Colleges are strongly encouraged to plan carefully and to work closely with CCWD/OPTE staff to minimize scheduling dilemmas.

See "Notice of Intent and Application Timelines for 2001-2002," Appendix D and www.odccwd.state.or.us/colleges/publications.

The steps to program approval are as follows:

1. Community college, working in collaboration with business, industry, labor, and workforce development organizations, determines the need for and their capacity to offer a new program or an existing program in a new location. Colleges may establish and/or use appropriate existing advisory committees to assist in the program development process and to assist with ongoing operation and evaluation if the program is approved.

2. Community college completes and sends a "Notice of Intent to Apply for a New Program/Location" (referred to as the "Notice of Intent") to the CCWD/OPTE Community College Program Approval Specialist who assigns an Education Program Specialist and notifies the college of the Specialist's name and contact information. (See State Staff Directory, page 107, and ***www.odccwd.state.or.us/colleges/publications***.)

3. CCWD/OPTE disseminates the "Notice of Intent to Apply for a New Program/Location" to public and private institutions to identify potential adverse intersegmental impact or detrimental duplication. Potentially impacted institutions contact the proposing institution and the Office of Degree Authorization (ODA) if they have questions or concerns regarding the proposed new program. (See adverse intersegmental impact and detrimental duplication process on pages 12-16 of the **Handbook**.)

4. In cases where prospective adverse intersegmental impact or detrimental duplication are identified, the community college works with potentially impacted institutions and the Office of Degree Authorization (ODA) to resolve the prospective impact.

5. Community college prepares "Planning Guide and Application." (See ***www.odccwd.state.or.us/colleges/publications*** or Appendix D). The assigned CCWD/OPTE Education Program Specialist provides technical assistance, clarifies information as needed, and offers guidance.

6. Community college completes campus procedures and policies to gain approval from its local board of education.

7. Community college submits "Planning Guide and Application" to CCWD/OPTE where it is reviewed for completeness, accuracy, and adherence to the State Board program approval criteria. If further information or clarification must be obtained from the college, timing becomes an issue, and inclusion of the program on the next State Board of Education agenda at which program approvals will be considered cannot be assured.

8. The assigned CCWD/OPTE Education Program Specialist develops a draft "Proposed Community College Program and State Board Criteria: Staff Analysis Abstract" (referred to as the "Program Abstract) for the State Board of Education. The "Program Abstract" is the official record of the program and is the CCWD/OPTE Education Program Specialist's assessment that the proposed program meets State Board of Education criteria.

9. CCWD/OPTE management reviews the "Planning Guide and Application" and "Program Abstract" and submits the "Program Abstract" to the Commissioner of CCWD for transmittal to the State Board of Education.

10. The new "Program Abstract" is included in the State Board of Education docket as a consent agenda item.

11. The State Board of Education approves or disapproves the proposed new AAS degree, AAS option, certificate of completion program, or location based on State Board criteria.

12. CCWD/OPTE submits State Board approved programs to the Office of Degree Authorization (ODA) for review. ODA reviews program to assure criteria are met and program is found to have no adverse intersegmental impact or detrimental duplication on existing programs. Authorization by ODA for the proposed new AAS degree, AAS option, certificate of completion program, or location is submitted to CCWD/OPTE.

13. Community college is notified by letter from CCWD/OPTE of State Board of Education approval and ODA authorization.

14. If approved and authorized, the community college may begin to offer the program after receipt of this letter.

Statewide or Regional Consortium Associate of Applied Science Degree and Certificate of Completion Programs

An application for a statewide or regional consortium AAS degree or certificate of completion program may be submitted by a college on behalf of, and in cooperation with, other colleges in areas with established labor market need. The application process mirrors that of most other new AAS degree and certificate of completion programs, except that all colleges involved are approved to offer the program through one approval process.

The submitting college seeking statewide program approval is responsible for coordinating the statewide program with other colleges in conjunction with CCWD/OPTE staff. Each college proposing to offer the program must take part (directly or indirectly) in labor market studies and in the adverse intersegmental impact and detrimental duplication (AII/DD) process.

Statewide or regional consortium programs require a high level of cooperation and collaboration among participating colleges, business, industry, labor, and workforce development organizations. These programs can provide excellent access and opportunities for students around the state. However, participating colleges assume significant responsibility to communicate, cooperate, and consult regularly with employers and workforce partners to develop, operate, evaluate, and improve statewide or regional consortium programs. A well-designed and carefully implemented continuous improvement process is a vital element of statewide and regional consortium programs.

Each participating college must also agree to maintain similarity of the program, defined as 90% of the coursework in the approved program. CCWD/OPTE requires a single amendment process to approve changes within a statewide or consortium program. All participating colleges must implement approved amendments.

Other colleges interested in becoming part of an approved statewide or regional consortium program may contact the colleges already part of the program. The "new" college must submit a new program application, adhere to all requirements of the previously approved program, conduct labor market research, and complete the AII/DD process.

Amendment process for Associate of Applied Science degree and certificate of completion programs

Each year community colleges provide an update of their professional technical education programs to CCWD/OPTE. The "Annual Program Review Form" is sent to each community college in the spring of the year so that revisions to the program directory can be made and recorded by CCWD/OPTE prior to the beginning of the new school year. Changes indicated on this form include program title changes, suspension of programs, deletion of programs, and addition of a certificate of completion to an existing AAS degree program (if it meets criteria for new certificate of completion program, see pages 21-22 of the **Handbook**).

Changes within approved programs

The state expects colleges to periodically review their programs, identify changes that are needed, and propose modifications. Colleges need to have flexibility to determine the number and type of courses that are changed within a program during an academic year. The desired characteristic of professional technical education programs is to be dynamic and in a state of evolution within the approved Classification of Instructional Programs (CIP) category.

As a general rule, changes should constitute no more than 30% of the approved program. If changes exceed 30% of the approved program, a new program application may be required. Changes in the approved program that effectively change its CIP code determine if a new program application will be required. Colleges request program and course changes on the "Community College Program Amendment Form." The form is available at ***www.odccwd. state.or.us/colleges/publications***.

If course changes move the program into a different CIP code and title or prepare students for different employment opportunities than the existing approved program, the State Board considers the program to be new, and the college must follow the new program approval process.

See "Steps for Gaining State Board of Education Program Approval" on pages 24-26 for detailed information on the new program approval process.

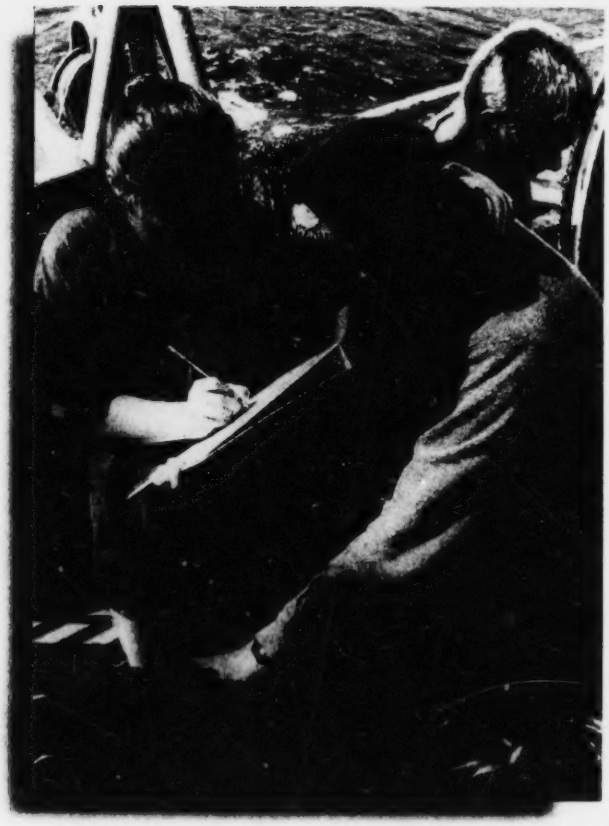
Program title changes

Community colleges may change the title of their AAS degrees, AAS options, or certificates of completion to more clearly express program content with the use of the Program Amendment Form and when submitting the "Annual Program Review" form. Title changes that appear to maintain the intent of the program are usually not questioned by CCWD/OPTE (e.g., title change from Auto Mechanics to Automotive Technology). Title changes that imply a change in program intent will be questioned (e.g., title change from Biotechnology to Bioscience). In the second example, the addition of the word "science" adds considerably different intent to the program.

"The state expects colleges to periodically review their programs, identify changes that are needed, and propose modifications."

Deleting or suspending Associate of Applied Science degree, AAS option, and certificate of completion programs

Community colleges may delete or suspend AAS degree, AAS option, and certificate of completion programs due to a variety of factors. Lack of student interest, lack of financial resources, or inability to recruit qualified instructors are frequently cited as reasons for deletions or suspensions. All inactivated AAS degree, AAS option, and certificate of completion programs must be reported to CCWD/OPTE as quickly as possible. Colleges should notify CCWD/OPTE by letter. The letter should include the reason(s) for deleting the program, the effective date, the name of a contact person at the college, and strategies planned to "teach out" the program.



"Teaching out" the program includes plans such as making arrangements for students currently enrolled in the program to complete it in a timely manner, reimbursements, deleting the program from the college catalog, informing and transitioning faculty, and notifying employers, workforce development organizations, and other community stakeholders. CCWD/OPTE presents an annual report on deleted and suspended programs to the State Board of Education.

Programs that are suspended by formal notification may be reinstated within three years of the suspension. To reinstate a program, the college must submit a letter to CCWD/OPTE informing the state of its intent to reinstate the suspended AAS degree, AAS option, or certificate of completion program. An updated curriculum plan for the program must be submitted with the letter of intent to reinstate the program. Programs which are not reinstated within the three year period and deleted programs must be submitted as new programs and follow the new program approval process.

See "Steps for Gaining State Board of Education Program Approval" on pages 24-26 for detailed information on the new program approval process.

Course Approval Processes

This section provides an explanation of the approval procedures for Lower Division Collegiate, Occupational Preparatory, Occupational Supplementary, and Other Reimbursable courses.

Course approval requirements and procedures differ depending upon the type of course.

a. Separate approval is needed for all lower division collegiate and occupational supplementary courses.
b. Approval of occupational preparatory courses is included as part of the AAS degree, AAS option, and certificate of completion program approval process. These courses must also meet the criteria outlined in OAR 589-006-0400.
c. Approved "Other Reimbursable" and adult self-improvement courses are listed in the **Catalog of Other Reimbursable Courses.** The **Catalog of Other Reimbursable Courses** is available on the CCWD website at ***www.odccwd. state.or.us/colleges/publications***.

The phrase "collegiate level" work is important in the course approval process. Collegiate level is a term that denotes more than merely college/university transfer courses. Collegiate level also includes professional technical education coursework and other courses that exceed basic skills, workplace readiness, and fundamental technical skills. Collegiate level work provides skills and information beyond what is normally gained before or during the secondary school level. Collegiate level work is characterized by analysis, synthesis, and applications in which students demonstrate an integration of skills and critical thinking.

The award of course credit is a local issue. However, if awarded, it must adhere to the following ratios or to equivalent student learning outcomes. The number of hours required to generate one credit is a minimum of 10+ hours lecture or recitation, 20+ hours lecture/lab, 30 hours lab, PE activity, or cooperative work experience.

Lower division collegiate courses

Lower Division Collegiate (LDC) course approval is intended to facilitate the development of courses and curricula which are generally accepted as freshman and sophomore level and which have content parallel to those offered at the state's universities. Statutory authority for state approval of LDC courses is granted in ORS 341.425. The State Board of Education administers lower division collegiate courses through OAR 589-006-0200, cited below.

> ***(1) For the purposes of this rule, "Lower Division Collegiate" (LDC) is defined as areas of instruction, including a representative range of academic and professional fields, which parallel the offerings of the first two years of the four-year institutions, carry regular college transfer credit, and based on current articulation agreements between the Department*** [CCWD] ***and the State Board of Higher Education, are generally accepted for transfer credit by higher education institutions.***
>
> ***(2) Standards for LDC course approval include:***
>
> > ***(a) Courses offer content present or acceptable in the first two years of instruction in four-year higher education institutions.***

(b) Courses are designed to assure satisfactory articulation and transferability to Oregon University System institutions.

(3) Under authority of ORS 341.425, the State Board delegates to the Department [CCWD] *the authority to approve Lower Division Collegiate courses, which approval allows the community college to receive state funding to support those courses.*

(4) Request for course approval by a community college that is accredited by the Northwest Association of Schools and Colleges will conform to the following procedure:

(a) The applicable form [available on the CCWD website] *for either new or revised courses is to be completed and submitted to the Department at least 60 days prior to the date on which the course is to commence;*

(b) Courses new to a specific college but which have been previously approved by the Department for another college are included in the catalog Oregon Community Colleges: Lower Division Collegiate Courses may be offered without further approval. The college must, however, notify the Department [of the intent to offer them].

"Inclusion of a new LDC course with professional technical education program approval documents does not assure CCWD approval as a lower division course."

The **Oregon Community Colleges: Lower Division Collegiate Course Catalog** and the LDC course approval forms are available from the CCWD Instruction Specialist and are also available t the CCWD website, *www.odccwd. state.or.us/colleges/publications*.

Community colleges are not allowed to:

a. Offer coursework which is generally accepted to be of an upper-division level by Oregon University System institutions
b. Grant upper-division credit
c. Use collegiate level numbering (alpha numeric 100-299) on courses that do not meet the definition of collegiate level work. See definition of collegiate level work on page 29.

All new LDC courses must be approved by the State. Unlike professional technical education courses, inclusion of a new LDC course with professional technical education program approval documents does not assure CCWD approval as a lower division course. Separate "Application for Approval of New or Revised Courses: Lower Division Courses" forms must be submitted to the CCWD Instruction Specialist. (See Appendix D, and *www. odccwd. state.or.us/colleges/publications*.)

The **LDC Catalog** is intended as a resource for community colleges to use in the course development and approval process. It should be used as a guide, suggesting places to start looking for additional information on similar courses, such as course outlines and course equivalencies. If the course is included in the **LDC Catalog**, colleges do not need to submit a completed copy of the course approval form.

Colleges may shortcut the approval process by simply notifying CCWD in writing of the intent to offer the course. Colleges should be aware, however, that just like completion of the approval form, they are certifying that their research has shown their course will prepare students to meet substantially the same outcomes as other colleges offering that course.

Credit noted in the **LDC Catalog** is generally the maximum credit approved for a course, and fewer credits may be offered without approval. Courses used to fulfill all but the electives portion of an AA-OT degree must be at least three credits. A request to offer more credits than listed in the **LDC Catalog** may be submitted to the CCWD Instruction Specialist. If course numbers, titles, or descriptions vary significantly from those printed in the **LDC Catalog**, separate course approvals are

necessary. Colleges should submit the "Application for Approval of New or Revised Courses: Lower Division Courses" to the CCWD Instruction Specialist for approval. Courses marked with an asterisk (*) in the **LDC Catalog** are included in the statewide common course numbering system and may need to be reviewed by discipline-based committees before approval if changes are significant.

Lower division collegiate course approval process

Requesting LDC course approval involves four steps for community colleges.

1. The college completes its internal campus adoption process.
2. The college sends a completed "Application for Approval of New or Revised Courses: Lower Division Collegiate Courses" to CCWD.
3. CCWD evaluates, approves or denies the request, logs their response into CCWD records, and returns the form to the college.
4. The college adopts the course if it is approved. A revised approval form may be submitted with changes and/or corrections if the request was denied.

Occupational preparatory courses

Occupational preparatory courses are governed by Oregon Administrative Rule and are "approved as part of an approved program." OAR 589-006-0300(3) further specifies the following:

> ***(3) Standards for approval of occupational preparatory courses include:***
> ***(a) Courses are components of a curriculum of the college;***
> ***(b) Courses provide education and training directed to the development of abilities, skills, understanding and attitudes needed to enter in an occupation;***
> ***(c) Courses are designed for occupational employment and are not necessarily directed toward completion of baccalaureate degree requirements;***
> ***(d) Courses, along with associated curricula, are developed and operated with the advice and counsel of employers, employees and other persons knowledgeable about the requirements of the occupations involved.***

Occupational preparatory courses typically include both technical skills and employability skills such as teamwork and interpersonal skills. Occupational preparatory courses are offered within approved AAS degree, AAS option, and certificate of completion programs unless approved as stand-alone occupational preparatory courses.

Stand-alone occupational preparatory courses

Colleges may request the approval of stand-alone occupational preparatory courses. A stand-alone occupational preparatory course is designed for individuals seeking to build knowledge and skills for employment in an area not included in one or more of a community college's existing approved Associate of Applied Science degree or certificate of completion programs. Examples of stand-alone courses include "Flagger," "GPS, Maps and Compass Techniques," "Supervisory Management."

The approval process for stand-alone occupational preparatory courses is not intended to be an avenue for avoiding the AAS degree or certificate of completion approval process. Stand-alone occupational preparatory courses may be credit or noncredit, and if approved, may be transcripted. Students completing stand-alone occupational preparatory courses typically earn between one and 11 credits.

"Occupational supplementary courses may be submitted for post approval on an annual basis."

The course must meet the following criteria for approval:

a. Course duplication issues are addressed with other public or private institutions.
b. Course encompasses a minimum of ten clock hours.
c. Clock hours for all coursework do not exceed a total of 210 hours. A single course or series of courses must be completed within the 210 hour limitation.
d. College receives approval *before* offering course.
e. Chief Academic Officer validates assurances prior to submission of application.
f. College identifies the Classification of Instructional Programs (CIP) code and title for the proposed course.

To apply for approval of a stand-alone occupational preparatory course, colleges download and complete the "Stand-Alone Professional Technical Course Application" form at ***www.odccwd. state.or.us/colleges/publications***. The approval criteria and process for stand-alone occupational preparatory courses are also located at ***www.odccwd. state.or.us/colleges/publications***. Colleges e-mail the completed form to PTE Program Quality Assurance Coordinator for review by the appropriate Education Program Specialist. CCWD/OPTE notifies the college of the approval/disapproval decision within three weeks of receiving the form.

Occupational supplementary courses

Occupational supplementary courses are designed to upgrade the skills of currently employed workers. Credit for occupational supplementary courses is determined by the local college and, if granted, follows the general pattern of occupational preparatory and lower division collegiate courses. A single occupational supplementary course must be at least one contact hour, but not more than 210 clock hours in length.

Occupational supplementary courses may not form a program by separating a long course into several courses. This approval category cannot be used in place of a new program. Occupational preparatory, hobby, or recreation courses cannot be approved as occupational supplementary courses.

OAR 589-006-0300(1)(c) defines occupational supplementary courses as follows:

> ***(c) "Occupational supplementary" is defined to include courses and programs designed for individuals who have already entered an occupation but seek to improve their occupational skills and knowledge in order to achieve employment stability or advancement.***

Occupational supplementary courses may be submitted for post approval on an annual basis using the "Occupational Supplementary Course(s) Application" form. Post approval is permitted to accommodate the colleges' needs for short turnaround in offering the program to meet local employer needs. When possible, occupational supplementary courses should be evaluated and preapproved by CCWD/OPTE staff based on the target population to be served (currently employed in an occupation related to the training) and the course content.

The "Occupational Supplementary Course Form" can be found at ***www.odccwd. state.or.us/colleges/publications***

Small business management

Small Business Management programs are designed to provide practical skills to small business owners, their partners, and/or families. This program, varying in length from one to three years, features monthly evening classes, workshops, and on-site business consultation. Achievement of business and family goals is the primary assignment and putting the owner in control of the business is the program objective. Students are enrolled annually, based on a written contract that specifies the program content and planned outcomes. Classes may cover small business taxation, record keeping and accounting, marketing and advertising, human relations, and legal considerations.

A statewide network, called BizCenters, or Small Business Development Centers, supports college small business management programs. BizCenters provide a client-centered approach for delivering counseling, training, information, and technical assistance to business owners.

For further information on Small Business Management, see individual community college websites, catalogs, and other publications. For further information on BizCenters, see the website at www.bizcenter.org.

Farm business management

Farm Business Management programs are intended to teach the basic principles of record-keeping and financial management to full-time or part-time farm operators and managers. The major emphasis is on the development and maintenance of a complete set of records and the skills necessary to interpret the records and use the information to make sound management decisions. The program generally combines classroom training with on-site visits and counseling to give students a comprehensive and practical approach to farm management. Programs may require a commitment of up to three years. Students are enrolled annually, based on a written contract that specifies the program content and planned outcomes. Upon completion of the annual farm records, eligible farms received a computerized analysis of their operations.

For further information on Farm Business Management, see individual community college websites, catalogs, and other publications.

Continuing education units

The continuing education unit (CEU) is a form of recognition given for completion of a unit of training. At Oregon community colleges, they are usually given for completion of occupational supplementary courses. CEUs are not generally transcripted by the college, although colleges may choose to develop a record keeping method for retrieving and documenting the information.

One CEU is traditionally based on ten clock hours of instruction. Portions of a CEU may be given (e.g., .3 CEU for a three-hour workshop). Professional associations, private companies, community colleges, and other organizations may give CEUs. Employers, professional associations, or certification and licensing bodies give value to continuing education and related professional development opportunities.

OTHER EDUCATION COURSES

The "Other Education" category encompasses a wide variety of special interest courses for residents of community college districts. According to their content, they are often referred to as "community education," "self-improvement," and "developmental education" courses. For more information on developmental education courses and programs, see pages 46-47 of this **Handbook**.

Specific rules and policies related to Other Education courses are determined by the local community college. Statutory authority for these courses is granted through ORS 341.425 and through OAR 589-006-0400. The text of the OAR follows.

> ***(1) For purposes of this rule "Other Education Courses" are defined as general self-improvement courses intended primarily for adults and independent of occupational or lower division curricula. These courses are not intended for programs that may lead toward a baccalaureate degree. These courses may be used as prerequisite and elective courses in vocational degree and certificate programs.***
>
> ***(2) Other Education Courses include areas of instruction not otherwise included in the vocational and technical education and lower division collegiate categories. Program areas include but are not limited to adult basic education (ABE), general education development (GED), adult high school completion (AHS), English as a second language (ESL), and self-improvement*** [SI] ***courses not fitting into previously listed categories.***
>
> ***(3) Standards for approval of Other Education Courses include:***
>
> ***(a) The course is primarily intended for adults;***
>
> ***(b) The course may be developmental in nature and offered for:***
>
> ***(A) Adults with less than an eighth grade education through adult basic education classes;***
>
> ***(B) Adults with less than a high school diploma through adult high school completion programs;***
>
> ***(C) Persons who lack sufficient background in subject-matter areas to make satisfactory progress in the lower-division collegiate or professional technical programs of the institution; or***
>
> ***(D) Persons who lack necessary English language skills needed to make satisfactory progress in the lower-division collegiate or professional technical programs of the institution or to enter the work force.***
>
> ***(c) The course must include at least six contact hours of instruction.***
>
> ***(4) Under the authority of ORS 341.425, the State Board delegates authority to the Department*** [CCWD] ***to approve Other Education Courses, which approval allows the community college to receive state funding to support those courses.***
>
> ***(5) Approval procedures for Other Education Courses require the following:***
>
> ***(a) Inclusion of an approved course in the Catalog of Other Reimbursable Courses published by the***

Department. The inclusion of an approved course in this catalog constitutes approval for all community colleges to offer said course. (b) For courses not listed as approved in the Catalog of Other Reimbursable Courses, an application form for course approval must be completed and submitted to the Department [or a phone call made or an e-mail sent to the CCWD Instruction Specialist] ***prior to the date on which the course is scheduled to begin.***

Students participating in Other Education courses must be age 16 or older. If a significant number of the students actually taking a course are below age 16, CCWD recommends a separate section with a nonreimbursable course number. Separate instruction is not necessary.

Making contact with the CCWD Instruction Specialist is encouraged when there is doubt about the comparability of descriptions or when a course being considered does not seem to fit any catalog listing. During this contact, a decision can often be made as to whether the course is approved.

State reimbursement will not be given for Other Reimbursable courses that are held for less than six clock hours (360 minutes of direct instruction) during a term. Time spent for breaks, travel, or meals cannot be calculated as part of this time. Generally, no more than six hours per day will be reimbursed.

Other Reimbursable/ Self-Improvement courses

Other Reimbursable/Self-Improvement courses must focus instruction on only one topic, present at least six hours of direct instruction, and be designed for students 16 years or age or older.

ORS 341.626 prohibits state funding for hobby and recreation courses. Other Reimbursable/Self-Improvement courses cannot do any of the following:

a. Involve alcohol or other controlled substances.
b. Teach or promote astrology, occult, or religious practice.
c. Teach rules or techniques for playing games (i.e., card games, charades, board games).
d. Teach crafts or utilize patterns to make a finished product rather than focus on creating original designs (i.e., quilting, knitting, fly tying).
e. Result in a collection (i.e., rock or stamp collecting, beachcombing).
f. Involve hunting, fishing, or firearms (i.e., skeet shooting, hunter safety).
g. Involve massage, acupressure, or acupuncture. Colleges may offer these courses only through approved professional technical education programs.
h. Teach physical education activities beyond an introductory level (i.e., advanced karate, power volleyball, intermediate tennis). Instruction is limited to one term or portion thereof.
i. Focus on carrying out the physical education activity rather than on teaching of lifelong activities.
j. Teach dance with focus on steps or social aspects rather than fitness.
k. Involve clubs or club-like conditions.

l. Emphasize use of facilities rather than direct instruction (i.e., open gym, open shop, or lab).
m. Emphasize competition or advanced level instruction in a sport (i.e., leagues, tournaments, intermediate skills).
n. Focus on travel rather than subject matter (i.e., tour, trip, or cruise).
o. Focus on a holiday, ethnic food group, or decoration rather than introducing a specific cooking technique or application.
p. Involve any non-instructional time (i.e., breaks, travel).

The approval process for Other Reimbursable, Developmental, and Self-Improvement courses is as follows:

1. The college finds a similar course listed in the **Catalog of Other Reimbursable Courses** or contacts the CCWD Instruction Specialist for evaluation, and determines it is reimbursable. The college submits the "Application for Approval, Other Reimbursable Course Approval" form to CCWD.
2. CCWD evaluates the course based on the above criteria.
3. CCWD approves the course, and notifies the college. or
4. If CCWD determines the courses are not eligible for state reimbursement, the college will be notified. This may be done at the time an approval is requested or during an annual audit of such courses.

The "Application for Approval, Other Reimbursable Course Approval" form is available at www.odccwd.state.or.us/colleges/publications.

*This section of the **Handbook** includes brief descriptions of several aspects of community college instruction that are related to program development and to state approval processes. These are not comprehensive or all-encompassing discussions, but they serve to remind community college staff of important supportive or ancillary topics to be considered prior to and during the program development process. The seven main topics include Administration and management, Business and industry-based programs, Contracted training, Driver education, Eligible training providers, Programs, and Secondary/postsecondary connections.*

ADMINISTRATION AND MANAGEMENT

Community college administrators have wide-ranging responsibility for their instructional programs. For the purposes of this section of the **Handbook,** some of the most important of these responsibilities are advertising and marketing programs, state reimbursement based on full time equivalency of students, coding and information systems, admission of new students, and instructor approval. The following information provides an overview of these topics. In-depth information is available on each topic from source documents that are either included in the Appendix or cited in the "References" section.

Advertising and college catalogs

College catalogs and other promotional materials must clearly specify what college offerings are transcripted as state-approved programs (associate degrees and certificates of completion) and what offerings lead to collegiate level non-transcripted awards. Community college catalogs should adhere to the following guidelines:

a. Promote programs or courses only **after** they are approved by the State Board of Education, unless they have received specific indication of pending approval by CCWD/OPTE and ODA.
b. Explain the differences and relationships between state approved associate degrees and certificates of completion and college recognition awards.
c. Explain that specialized study within state-approved programs is not designated on associate degrees and certificates of completion.

State statutes and rules for Oregon community colleges do not specifically address marketing and advertising. It should be noted, however, that private career schools, colleges, and universities approved by the Oregon Student Assistance Commission/ Office of Degree Authorization are held to specific expectations through Oregon Revised Statutes and Oregon Administrative Rules. Although Oregon community colleges are not currently held to these standards by statute or rule, community colleges should strive to meet or exceed the advertising and marketing standards required of the private education and training segment. A failure by community colleges to self-regulate advertising and marketing could result in pressure on the state from the private education and training segment to regulate community college activities. Highlights of applicable OARs on marketing and advertising for the private sector are included in Appendix E.

Nondiscrimination policies

New and amended community college programs must be designed and operated in a manner that assures there will be no discrimination against any individual or class of individuals in enrollment, support services, completion, placement, or other student service. Discrimination is defined in OAR 589-010-0100 as ***"any act that unreasonably differentiates treatment, intended or unintended, or any act that is fair in form but discriminatory in nature, either of which is based on race, national origin, religion, sex, age, disability, or marital status."***

Division 10 of the CCWD Administrative Rules prohibits discrimination in community college educational, service, or interschool activities that are financed in whole or in part by legislatively appropriated funds. The following citations should guide the development of new or amended programs:

> ***(5) A community college district shall not provide any course or otherwise carry out any of its educational programs or activities on a discriminatory basis as defined in this rule, or require or refuse participation therein by any of its students on such basis:***
>
> > ***(a) This section does not prohibit grouping of students in any educational program or activity by ability as assessed by objective standards of individual performance.***

For the complete text of this OAR, see the website at ***http://arcweb.sos.state.or.us/rules/OARS_500/OAR_589/589_010.html.***

Coding and information systems

Classification, coding, and information systems are increasingly vital tools for managing postsecondary education programs. Community colleges use local, state, and national systems to collect and report information on students, programs, faculty, facilities, and other resources. Three of these systems are crucial information components for the purposes of the **Handbook.** They are the Classification of Instructional Programs (CIP), the Oregon Community College Unified Reporting System (OCCURS), and the Occupational Employment Statistics program (OES). A description of each system follows.

The **Classification of Instructional Programs (CIP)** is a classification of program titles, terms, and descriptions designed to define and classify instruction according to currently recognized awards and program completions at the national, state, and local levels. The CIP is a product of the National Center for Education Statistics, a unit of the U.S. Department of Education. It is the primary code used in Oregon to describe all postsecondary education programs. It is the critical identifier of all Associate of Applied Science degree, AAS option, and certificate of completion programs.

The CIP is specifically designed to do the following:

a. Assist in collecting, reporting, and interpreting data about instructional programs
b. Aid those responsible for designing data collection instruments

c. Indirectly assist in educational planning, resource allocation, and review via standardized data categories
d. Aid those responsible for responding to data requests
e. Serve as a tool to assist those who compile, verify, and analyze instructional program data.

For further information on the CIP, see the website at ***http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=91396.***

The **Oregon Community College Unified Reporting System (OCCURS)** is a collaboratively designed and maintained database relating to the 17 Oregon community colleges. Unit record student data from each of the colleges, along with course, program, financial, and other supporting data, are submitted to the central OCCURS office where the data are compiled into aggregate and summary reports and processed for exchange with the Oregon Shared Information System, the Office of Professional TechnicalEducation's Management Information System (OPTEMIS), and other statewide data systems.

The purpose of OCCURS is to collaboratively define and implement a standardized database which will allow community colleges to:

a. Provide data back to the individual community colleges for use in educational planning and improvement, conducting research on the effectiveness of community college programs, maintaining records, and providing support services.
b. Provide comparable data for effective and timely response to state and federal reporting requirements.

For further information on OCCURS, see ***www.odccwd.state.or.us/colleges/accountability/occurs/OCCURS.htm/.***

For annual Community College Profile reports, see ***www.odccwd.state.or.us/colleges/accountability/profile/profile.htm/.***

The **Occupational Employment Statistics (OES)** system is a federal/state cooperative data collection program operated by the U.S. Department of Labor and the Oregon Employment Department. The OES system is the basis for collecting current data on employment by occupation and for projecting occupational trends into the future. The OES is a particularly useful tool for community colleges as they plan occupational preparatory programs, options to Associate of Applied Science degrees, stand-alone occupational preparatory programs, and some occupational supplementary courses. Used in combination with the Classification of Instructional Programs, OES relates specific occupations to current or new programs of study.

For further information on OES and other sources of Oregon labor market information, see the website at ***http://olmis.emp.state.or.us/.***

Community college instructor approval

Oregon does not have a state-level credential requirement for community college faculty. Determination of qualifications rests with the individual college and may vary. Separate standards are usually established for lower-division transfer, professional technical, and community education/other reimbursable courses.

OAR 589-008-0100, "Community College Personnel Policies and Instructor Approval" provides direction on instructor qualifications as follows:

> ***(1) Each community college Board of Education shall establish a personnel policy statement, including a policy on instructor selection and development which must include, but need not be limited to, the following:***
>
> > ***(b) Institutional standards for instructor qualifications (standards for teachers of lower division collegiate courses must include a masters degree in a subject area closely related to that in which the instructor will be teaching; however in subject areas in which individuals have demonstrated their competencies and served in professional fields and in cases in which documentation to support the individual's proficiency and high level of competency can be assembled, the master's degree requirement may be waived at the discretion of the college president).***

Continuous improvement and local improvement plans

Accreditation guidelines of the Commission on Colleges and Universities are again useful resources as colleges plan for program evaluation and continuous improvement. The **Accreditation Handbook** states that

> "The Commission on Colleges expects each institution and program to adopt an assessment plan responsive to its mission and its needs. In so doing, the Commission urges the necessity of a continuing process of academic planning, the carrying out of those plans, the assessment of the outcomes, and the influencing of the planning process by the assessment activities.
>
> As noted in Standard Two, implicit in the mission statement of every postsecondary institution is the education of students. Consequently, each institution has an obligation to plan carefully its courses of instruction to respond to student needs, to evaluate the effectiveness of that educational program in terms of the change it brings about in students, and to make improvements in the program dictated by the evaluative process." (Northwest Association of Schools and Colleges, 1999, 36-37)

The Carl D. Perkins Vocational & Technical Education Act of 1998 also places significant emphasis on accountability and results, as measured by student performance on a national set of "core indicators." The four national measures are academic and technical skill achievement, attainment of diplomas, degrees or credentials, placement in work and/or continuing education, and placement in and completion of nontraditional training and employment programs by gender.

The **Oregon State Plan for Vocational and Technical Education** establishes a continuous improvement model for secondary and postsecondary professional technical education programs. This model is data-driven, relying heavily on existing accountability systems to demonstrate program outcomes. The community college model is primarily based on regional accreditation guidelines and standards. The **State Plan** describes this process as follows:

> "At the postsecondary level, the accreditation process identified by the Northwest Association of Schools and Colleges, Commission on Colleges will

provide the framework for local improvement plans. While the accreditation cycle may not match the Perkins annual reviews, the continuous improvement systems that are in place through the accreditation process will be utilized as the basis for the community college local improvement process. The inputs, educational processes and outcome-based accountability systems in place for community colleges will parallel the Oregon Performance Accountability System for public schools. During 2000-01, the Oregon Department of Education, Oregon Department of Community Colleges and Workforce Development, and community college administrators will collaboratively refine the policies, processes and procedures to be utilized to generate local improvement plans.

The following procedures, standards and guide for self-study required for regional accreditation will provide the basis for the local improvement plan system. The following excerpts from the Northwest Association of Schools and Colleges **Accreditation Handbook, 1999 Edition**, are useful examples:

'Institutional Self-Study

Self-study should be viewed as an ongoing process to:

- Analyze the resources and effectiveness of the institution in fulfilling its mission;
- Demonstrate that the achievements of students who complete programs are commensurate with the certificates, diplomas, degrees, or other recognition awarded;
- Provide a sound basis for institutional planning and improvement.

The objectives of the self-study effort should be clearly and specifically stated,

the methodology worked out in advance, and a time schedule set. It is imperative that those involved in the study have ready access to all relevant data and materials. There must be frequent and widely disseminated reports of progress during the course of the ongoing self-study if a high level of interest is to be maintained.

Process Summary

1. Highlight the role of the chief executive officer, which is to keep maximum emphasis on the project, to stimulate without dominating, and to see that the results are translated into immediate action and/or long-range plans.
2. Set up whatever task forces and committees are needed.
3. Determine specifically what factual and statistical data are required, and request appropriate officials or committees to prepare them.
4. Emphasize relationships among, as well as performance within units. The study needs to present the entire institution.
5. Avoid the temptation of asking outside consultants to provide answers to the institution's concerns.

6. Adopt a definite timetable; make it realistic and insist on maintaining it.
7. Carry the results of the study through to action.

Accreditation Standards

Regional accreditation standards that seem to be especially applicable to the implementation of the local improvement plan system are listed below. [*Note that Standards One, Five, and Six, while important for accreditation purposes, are less relevant to this continuous improvement process and are not included in the* **Handbook**.]

Standard Two – Educational Program and Its Effectiveness

The institution offers collegiate level programs that culminate in identified student competencies and lead to degrees or certificates in recognized fields of study. The achievement and maintenance of high quality programs in the primary responsibility of an accredited institution; hence, the evaluation of educational programs and their continuous improvement is an ongoing process.

Standard Three – Students

Student programs and services support the achievement of the institution's mission and goals by contributing to the educational development of its students. Student programs and services are consistent with the educational philosophy of the institution. The institution provides essential support services for students, regardless of where or how enrolled and by whatever means educational programs are offered.

Standard Four – Faculty Selection, Evaluation, Roles, Welfare, and Development

The selection, development, and retention of a competent faculty are of paramount importance to the institution. The faculty's central responsibility is for educational programs and their quality. The faculty is adequate in number and qualifications to meet its obligations toward achievement of the institution's mission and goals.

Standard Seven – Finance

Financial planning and budgeting are ongoing, realistic, and based upon the mission and goals of the institution.

Standard Eight – Physical Resources

Instructional and Support Facilities
Equipment and Materials
Physical Resources Planning

Standard Nine – Institutional Integrity

The institution adheres to the highest ethical standards in its representation to its constituencies and the public; in its teaching, scholarship, and service; in its treatment of its students, faculty, and staff; and in its relationships with regulatory and accrediting agencies.'

In conjunction with the collaborative process for defining the terms and frameworks for local improvement plans in postsecondary institutions, CCWD/OPTE will:

- Review postsecondary institution annual reports, professional technical education data systems, and the Shared Information System to determine the status and outcomes of local programs, services, and activities to support professional technical education students.
- Target technical assistance to postsecondary institutions where student achievement on the core

indicators of performance is outside of appropriate limits.

- Provide technical assistance where necessary to assist postsecondary institutions in revising strategies to impact student success.
- Implement improvement plans and strategies as necessary with postsecondary institutions to ensure progress.
- Work with state education, workforce, and social service agencies to implement cross segment strategies for technical assistance and program improvement.

Staff will work with the State Board of Education, eligible recipients and stakeholders to develop and implement criteria for technical assistance, incentive and sanction strategies. These criteria will be implemented by July 1, 2001."

Full time equivalency guidelines

Oregon community colleges receive state reimbursement for the costs of instruction based, in large part, on full time equivalency (FTE) of students. CCWD recognizes that there are alternatives to seat time and that many institutions are moving toward more proficiency-based programs. However, the following guiding principles, quoted from the **FTE Guidelines for Oregon Community Colleges**, currently are the basis for establishing eligibility for state reimbursement.

"1. The FTE for any reimbursable activity is based on the number of clock hours of direct instruction involved in the activity. Direct instruction takes place when a course or program provides an educational experience under the **direct control** of the college. Evidence of direct control includes:
   a. Responsibility for fiscal, academic, and student support administration.
   b. Compatibility with the institution's mission and goals.
   c. Responsibility for design, approval, delivery, and periodic evaluation of a course or program under established institutional procedures.
2. The activity producing the FTE must involve an investment of district resources.
3. Activities intended as hobby, recreation, or public performance are not reimbursable.
4. Student support activities (e.g., counseling, advising, open labs) are not reimbursable except as they are part of an approved course.
5. Under no circumstances shall a college count the same activity twice.
6. Only residents of Oregon and states with statutorily-approved reimbursability may be counted for reimbursement."

"The most current version of the FTE Guidelines for Oregon Community Colleges is the authority on state reimbursement for community college instruction."

The most current version of the **FTE Guidelines for Oregon Community Colleges** is the authority on state reimbursement for community college instruction.

*For the current **FTE Guidelines**, consult the CCWD website at www.odccwd.state.or.us/college/publications.*

PRoficiencies for Entry into Programs

Oregon's community college PRoficiencies for Entry into Programs (PREP) is a statewide set of proficiency statements. PREP was developed to help colleges better inform students of the knowledge and skills they are expected to have upon entry into individual college programs if they are to complete the program within its stipulated length. They were developed with the belief that knowledge of these expectations will increase a student's chance of success in his/her college program. PREP is for all students, not just those with recent high school preparation.

PREP was designed to provide guidance to colleges as they develop bridge activities and programs that will allow students to gain the proficiencies they will need to succeed. Although common standards are stated, each college program will select those proficiencies that are most relevant for them. There is no intent to develop statewide program entrance standards. PREP is not a mechanism for restricting enrollment and is not intended to alter the fundamental nature of community colleges as open-door institutions.

"Business and industry-based AAS degree programs and certificates of completion are designed to meet a specific occupational and educational market."

The PREP proficiencies are aligned with those for Oregon's Certificates of Initial and Advanced Mastery (CIM and CAM) and the Oregon State System of Higher Education's Proficiency-Based Admissions Standards System (PASS). CIM and CAM are the responsibility of the K-12 system, not of community colleges. The alignment of CIM, CAM, PASS, and PREP is designed to facilitate the transition of recent high school graduates to postsecondary programs.

Community colleges will add technical proficiencies specific to their programs. Communications (Reading, Writing and Speaking), Mathematics, Science, Social Science, Health and Human Performance, Humanities and Literature, Fine and Performing Arts, and Foreign Language were also selected for common proficiency statements statewide. Additional proficiencies (critical/analytical thinking, problem solving, systems/integrative thinking, teamwork, and quality work) may be addressed in the future.

For further information on PREP, see www.odccwd.state.or.us/colleges/collegeprograms/default.htm.

Business and Industry-Based Programs

Community colleges often work closely with businesses, industries, and associations that have specific educational needs for their current employees. Business and industry-based AAS degree programs and certificates of completion are designed to meet a specific occupational and educational market.

The approval process for business and industry-based programs mirrors the application for any other AAS degree or certificate of completion program, with the exception of the following:

a. Programs must be open **only** to employees of the company and **are not open** to the public.
b. Adverse intersegmental impact/detrimental duplication notification and regional employment data processes are not required. However, a "Notice of Intent to Apply for a New Program/Location" is required and is distributed by CCWD/OPTE for information only.

Colleges are encouraged to design business and industry-based programs that provide transferability of skills to other occupations and to AAS degree programs offered on campus. These AAS degrees or certificates of completion cannot provide education and training that could be considered as upper division coursework in either academic or professional technical education programs.

The State Board of Education must approve business and industry-based occupational preparatory or occupational supplementary programs unless:

a. The college provides **contracted training** for business and industry or for business and industry associations, and the training **is not open** to the general public, or
b. The college is awarded a contract as part of an open competitive bidding process (not sole source) to provide contracted training to a public entity where the training **is not open** to the public, and courses and awards will not be transcripted by the college, or
c. Instruction developed by the college is used only for the contracted training.

For detailed information on AAS degrees, AAS options, and certificates of completion, see pages 20-22 of the **Handbook.**

Contracted Training

Community college contracted training departments generally use occupational supplementary status for specific or custom-developed courses offered to a limited group of individuals. Specific contracted training courses are not advertised to the general public. However, colleges may advertise the availability of their contracted training services at any time. Contracted training courses must meet state guidelines, but are afforded flexibility depending on the college's mission and policies. The following general guidelines apply:

a. The college must comply with statute, rule, and policy in approval and operational procedures.
b. Contracted training can be either credit or noncredit. (Credit courses must meet credit guidelines.)
c. Contracted training may generate FTE for state reimbursement, depending on the course content.
d. Contracted training is generally exempt from the adverse intersegmental impact/ detrimental duplication process. When soliciting contract courses, college personnel are advised to know the competition.
e. Articulation of contracted training courses with other established courses and programs is encouraged, but is a matter of local policy.

Driver Education

A community college can receive state support for driver training courses through one of two routes. The first involves high school-aged drivers, the second adult students. Colleges may claim reimbursement through only one of these routes. They may, however, provide both types of courses.

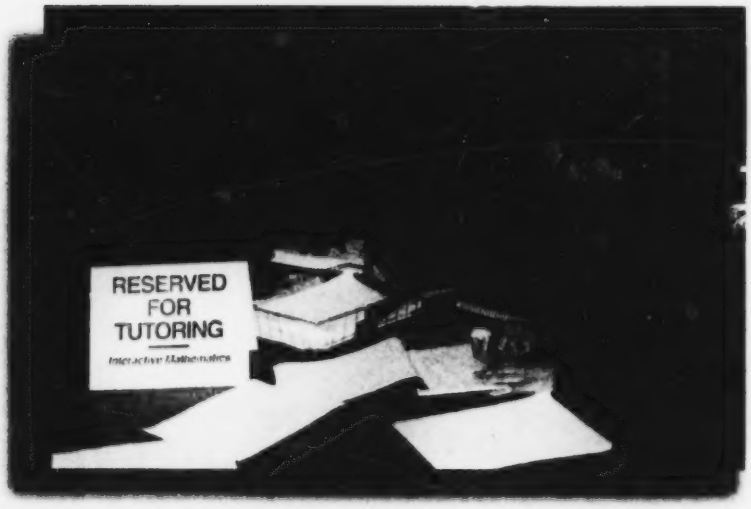
Requests for state support of classes for adult drivers follow standard procedures for Other Reimbursable courses. The program for school-aged drivers is administered by the Oregon Department of Transportation (ODOT) and must follow the ODOT administrative rules.

For ODOT administrative rules, see the website at http://arcweb.sos.state.or.us/rules/OARS_700/OAR_737/737_015.html.

For further information on the school-aged program, see the website at www.odot.state.or.us/transafety/Driver_Education/Driver_Education_Main_Page.htm.

Eligible training providers

The Workforce Investment Act of 1998 provides federal funding for training services to dislocated workers and other eligible adults. Provisions of the Act require that eligible participants be provided with an individual training account (ITA) that can be used to purchase training services from providers that are on a Statewide List of Eligible Training Providers and Programs. Under the Act, training services can only be offered by entities that meet federal and state requirements as eligible training providers. The provider eligibility process includes an application as well as adherence to statewide standards for the program and the achievement of students in the program.



One of the requirements to be included on "the List" is that programs must be approved, licensed, or authorized to be offered within Oregon. State-approved community college associate degree, AAS option, and certificate of completion programs are eligible to be included on the statewide list upon submission of the necessary application materials and continued demonstration of student achievement in the program. See Appendix F for the "Oregon Community Colleges Workforce Course and Program Approval Matrix."

Information on the Eligible Training Provider process and the up-to-date Statewide List of Eligible Training Providers and Programs can be found at http://www.workforce.state.or.us/wfprograms/etp/.

Other Programs and Activities

Each community college has a range of student support services, ancillary programs, specialized programs, and opportunities for students to extend their learning beyond the college campus. Some programs and courses, like cooperative work experience and apprenticeship related training, are well known. Others, such as Occupational Skills Training Certificate of Completion programs, are less familiar. In addition, programs to build literacy skills in the adult population are essential to Oregon's economic growth and the ability of its citizens to hold family wage jobs.

Adult education and family literacy programs

In order to meet Oregon's family, work and community benchmarks in **Oregon Shines,** the **State of Oregon Workforce Investment Unified State Plan**, and the Oregon goals for the Workforce Investment Act of 1998, Title II, an adult literacy/basic skills definition was adopted by the State Board of Education.

> Literacy for Oregon is defined as the combination of foundation skills

(reading, math, writing, and communication) and workplace skills (teamwork, resource allocation, decision making, problem solving, critical thinking, personal self-management, and technology competence) necessary to adequately function as workers, family members, and members of a community in an information society.

In Oregon, the basic skills of reading, writing, computing, listening, and speaking are taught within the context of family, work, and community. Instructors and tutors assist students to apply learned skills to real life situations and have training in instructional practices that research has proven to be effective in teaching adults.

Curriculum delivery includes recognition of the many student learning styles, integration of measures of student progress, and flexible processes to meet individual needs. Oregon is currently exploring how to better integrate the application of skills in the contexts of worker, community member, and family member.

Low literacy skills keep many Oregonians from realizing their economic and personal goals. Adult Basic Skills Development provides adults with the knowledge and skills to be able to:

a. Gain access to information and resources so they can orient themselves in the world.
b. Express their ideas and opinions with the confidence that they will be heard and taken into account.
c. Act independently to solve problems and make decisions on their own, for the good of their families, their communities, and their nation.
d. Use what they learn to make changes in their lives, keeping up with the rapidly changing world and to exercise their rights and responsibilities as family members, workers, and community members.

Family literacy programming, as it is defined in the Workforce Investment Act, is both a program and an instructional strategy that supports the principle that the first teacher, the best teacher, is the parent. These are collaborative programs with Title II funds used for parent literacy training, including training that contributes to economic self-sufficiency. Other services that define family literacy include: interactive literacy activities between parents and their children; training for parents on how to be the primary teacher for their children and full partners in the education of their children; and an age-appropriate education to prepare children for success in school and life experiences.

While family literacy programs provide developmental experiences for young children, their parents are offered instruction in parenting skills and parental support to change patterns of family interaction. Some programs build the literacy skills of parents and extend learning opportunities to include pre-employment and employment skills. Instructional approaches are modified appropriately to respond to the variety of cultures within each program. Family literacy programs vary from one community to another as each program works to meet the needs of the participants and the community as well.

Common definitions of family literacy services are part of several recent state and federal legislation and grant awards. They include: Head Start Amendments of 1998, USDOE Reading Excellence Act, McKinney Homeless Education Act, Senate Bill 555, Superintendent's Reading Initiative, and USDOE Even Start and Statewide Family Literacy Initiative.

For further information on Oregon literacy programs, see the CCWD website at ***www.literacynet.org/oregon/****.*

Apprenticeship related training

Oregon community colleges provide related training for apprenticeship programs. Some colleges provide opportunities for apprentices to complete Associate of Applied Science degrees. Apprenticeship related training courses follow the same approval processes as other community college courses.

Oregon Administrative Rules related to apprenticeship in community colleges are currently being revised based on the work of the Apprenticeship Task Force. Current CCWD Oregon Administrative Rules on apprenticeship can be found in OAR 589-007-0100.

Additional information concerning apprenticeships is available from the Oregon Bureau of Labor and Industries (BOLI). Oregon Revised Statutes (ORS) 660 and Oregon Administrative Rules (OAR) 839-011 provide further guidance concerning apprenticeships.

For further information, visit the Oregon Bureau of Labor and Industries website at www.boli.state.or.us.

For further information on Apprenticeship and Training, visit www.boli.state.or.us/apprenticeship/index.html.

Cooperative work experience

Cooperative work experience (CWE) is approved in accordance with requirements and criteria established by CCWD/OPTE. Procedures for approval of cooperative work experience are the same as for other courses. Cooperative work experience is considered to be an integral part of a program of study (associate degree or certificate of completion) and therefore is expected to be an advanced learning opportunity, not an exploratory experience in a career area.

CWE courses are approved through each college's curriculum and program approval processes. An up-to-date course outline is available for each approved CWE course on each college campus. It is recommended that colleges follow the guidelines from the Northwest Association of Schools and Colleges' Commission on Colleges and Universities for **Contractual Relationship with Organizations not Regionally Accredited** as they relate to direct control and CWE.

The goals for each student's cooperative work experience are tied directly to their associate degree or certificate of completion. Community colleges should clearly define roles and expectations for the CWE for the student, instructor, and employer/supervisor. The individual student's CWE plan includes student learning outcomes and measurable learning objectives. The employer, instructor, and student collaborate in setting and assessing learning objectives. Good monitoring of the

student's CWE plan occurs through periodic instructor visits or contacts at the job site with the employer and the student. Student evaluation of the employer is an important element of CWE.

Professional technical education cooperative work experience uses a single numbering system (see Appendix E, State Course Numbering System). Credit for CWE is based on CWE as a classroom lab with a 3 to 1 ratio (30-36 clock hours per credit). Credit for CWE Seminar is based on the Seminar as a lecture course with a 1 to 1 ratio (10-12 clock hours per credit). No more than 24 credit hours of Cooperative Work Experience can be applied toward an Associate of Applied Science degree or 12 credit hours for a one year certificate of completion. A maximum of 440 contact hours of CWE is allowed per student per year for the two years of an associate degree program. Any exceptions require prior approval by CCWD/OPTE.

Cooperative work experience may be included as part of a transfer program. In this case, the course must be identified and approved with a course number for the work experience that is related to the program of study. For example, a cooperative work experience included in a journalism course of study would carry a J prefix.

Occupational skills training certificates of completion

The Occupational Skills Training (OST) certificate of completion program is a one-year or approximately 45 credit hour program. Each Occupational Skills Training certificate of completion program is designed to provide a combination of classroom coursework and work-based learning. Students receive instruction based upon their individual needs, using an individualized plan and curriculum and guided by the proficiencies and competencies required for the chosen occupation.

Students receive a recognizable core of general education courses, related instruction, technical training, as well as work-place readiness training. The work-based learning and technical curricula are developed using industry standards as identified and validated by the training employer in collaboration with the appropriate community college instructor(s). Note that the work-based learning component of OST certificate of completion programs may not meet the state and/or local parameters for cooperative work experience. See description of cooperative work experience on pages 48-49 of the **Handbook**.

Assessment provides students with opportunities to demonstrate their knowledge, proficiencies, and competencies based upon identified standards. Evaluation standards are developed and agreed upon by all parties prior to the start of the training. The program is offered on an open entry/open exit basis to allow students to start and finish the programs at any time during a school year.

The Occupational Skills Training certificate of completion program allows a community college the flexibility to design and develop training programs to help individual or small numbers of students in meeting their individual needs and prepare for a specific

occupational goal. An OST certificate of completion program actually permits a number of individual training programs to be designed to meet the needs of students. Consequently, there is not one documented labor market need. However, the community college, in collaboration with their partners, is expected to identify verifiable labor market demand and need for each program as part of the local process used in designing and developing these programs.

The Occupational Skills Training certificate of completion program may assist a community college to meet the varied training needs of student referrals from its employment and workforce development program partners. OST certificate of completion programs may help train and place in employment nontraditional students, dislocated workers, and other agency clients.

Colleges that want to develop an Occupational Skills Training certificate of completion program follow the same notification and approval process as required for new Associate of Applied Science degree, AAS option, or certificate of completion programs (see pages 20-26). For assistance, colleges are encouraged to contact the CCWD/OPTE Community College Approval Specialist (see State Staff Directory, page 107).

Single parent and displaced homemaker programs

Fourteen Oregon community colleges currently support Single Parent and Displaced Homemaker programs. Single parents are defined as individuals who are unmarried or legally separated from a spouse who has a minor child or children for whom the parent has either custody or joint custody. The term displaced homemaker means an individual who as an adult has worked primarily without remuneration to care for the home and family and for that reason may have diminished marketable skills.

The foundation of each of the single parent and displaced homemaker programs is a life skills class ranging from two to 16 weeks in duration. The total number of class hours ranges from 44 to over 400 hours. College credit for the courses ranges from zero to 10 credits.

Topics covered during the life skills classes can be grouped under three basic categories: personal development, career exploration, and job search skills. Specific personal development topics usually include self-esteem, communication skills, assertiveness, time management, stress management, goal setting, action planning, decision-making, and values clarification. Career exploration is covered through aptitude and interest assessment, campus tours, guest speakers, use of the college career center, and informational interviews. Job search skills taught include resume writing, letters of application, interviewing skills, grooming, and job survival skills. Other topics covered in some programs include parenting, community resources, learning styles, and study habits.

Programs offer their basic class from two to over 20 times per year. Those with shorter class lengths (two to five weeks) tend to offer the classes more often. About half of the programs offer the basic class during the summer.

Among the objectives of single parent and displaced homemaker programs are the following:

a. Help participants overcome personal barriers to education and employment by increasing self-esteem and interpersonal skills.
b. Develop self-sufficiency and potential for advancement, especially in nontraditional career areas.

c. Provide access to basic education classes to help participants improve basic skills or earn a GED.
d. Develop job search skills through practice in identifying and exploring job opportunities, resume writing, and interviewing.

Secondary/Postsecondary Connections

Oregon high schools and community colleges are involved in a wide variety of cooperative ventures. Among the most common areas of cooperation are dual credit courses, articulated programs, and the use of community college faculty to teach specialized courses to high school students, and high school faculty to teach college courses to high school students.

Oregon community colleges and high schools offer many opportunities for high school students to link their secondary and postsecondary education. Tech Prep, 2+2, 2+2+2, dual credit, and advanced placement are among the most popular programs that link high schools and postsecondary institutions. Some of these programs award dual credit (high school and postsecondary) for students; others are designed to help the student avoid repeating the content of high school courses when they enter college. Time-shortened postsecondary programs, in which students are given credit for similar coursework or demonstrated proficiencies, are increasingly popular with high school students. See discussion on Articulation, pages 19-20 of the **Handbook**.

Dual credit courses and articulated programs

Dual credit courses are designed to help high school students progress through postsecondary education by eliminating duplication of course work and/or proficiencies. OAR 589-007-0200 delineates state policy regarding dual credit programs.

(1) For purposes of this rule, "Dual Credit" is defined as awarding secondary and postsecondary credit for a course offered in a high school during regular school hours, as determined by local school board and community college board policy.

(2) Before developing programs with high schools, each college will file with the Department [CCWD] *a policy for governing dual credit programs. Policies must detail the following:*

(a) Requirements for instructors including:

(A) Masters degree for instructors of Lower Division Collegiate courses; and

(B) Appropriate education and experience for instructors of professional technical courses.

(b) Methods for selecting student participants, including limiting classes to seniors and qualified juniors, and in exceptional cases other qualified students. Qualifications must be defined.

(c) Assurances that classes will be transcripted by the college.

(d) Assurances that materials and subject matter are collegiate level.

(3) On or before August 1 of each year, colleges will submit an annual evaluation of the previous school year's dual credit programs, including but not limited to description of:

(a) Programs and courses offered;

(b) Student outcomes;

(c) Instructors' qualifications; and

(d) Program costs.

"Oregon community colleges and high schools offer many opportunities for high school students to link their secondary and postsecondary education."

(4) Participating school districts and post-secondary institutions shall develop written agreements based on the policies described in this rule regarding dual credit programs, which include:

(a) Criteria regarding approval of courses, selection and approval of instructors, admissions, procedures, counseling, monitoring, and evaluation; and

(b) The provision that all agreements and policies shall be available to all staff members involved in the programs and to parents and students.

(5) Participating school districts and post-secondary institutions shall, in consultation with appropriate staff members, determine that course content and instructional quality are consistent with that offered by the community colleges.

(6) The Commissioner shall require an accounting of FTE consistent with these rules.

Contracted instruction for secondary school students

Oregon school districts may contract with community colleges to provide instruction for high school students either on the school site or on the college campus. Generally these contracts are for specialty areas of instruction that are not available through the public schools.

The use of college faculty in high schools requires an understanding of accreditation guidelines, teacher licensure, liability issues and State Board of Education procedures. School districts and community colleges entering into contractual agreements for instruction are strongly advised to specifically address each of the OAR requirements cited below in the contract. OAR 589-008-0200 governs the "Use of Community College Instructors in High Schools."

(1) A school district may contract with a community college accredited by the Northwest Association of Schools and Colleges for instruction at a high school site by a faculty member who does not hold a current Teacher Standards and Practices Commission license if the following conditions are met:

(a) The faculty member is employed by a community college accredited by the Northwest Association of Schools and Colleges.

(b) The faculty member's teaching qualifications are verified by formal preparation and/or work experience, including:

(A) Evidence of academic and/or professional technical training sufficient to demonstrate competency in the subject-matter area;

(B) Successful postsecondary teaching experience in the discipline and/or program area: or

(C) Resume of work experience sufficient to demonstrate competency in the discipline and/or program.

(c) The faculty member meets current board-adopted personnel policies of both the school district and community college.

(d) The faculty member presents evidence of good moral character, mental and physical health, and such other evidence as the school district board may deem necessary to establish the applicant's fitness to serve as a teacher;

(e) The person has not been convicted of any crime listed in ORS 342.143 or any crime which involves illegal use, sale or possession of controlled substances;

(f) The school district does not have available appropriately qualified and certificated staff licensed personnel for the specific teaching assignment with mis-assignment and was not able to identify and attain such staff after conducting a reasonable diligent search; and

(g) The assignment includes no more than two high school units of credit or equivalent per year.

(2) A school district shall not contract for unlicensed staff under ORS 342.173(1) during school closures, strikes and summer sessions.

(3) Governing boards of the school district and community college shall annually review each contract to ensure that the requisites of this rule have been met:

(a) Contracts approved by both boards shall be forwarded to the State Board of Education for annual review and approval. Such contracts may be submitted to the State Board for approval after a teacher has been assigned to teach. However, the State Board reserves the right to find any contract in violation of current statutes or administrative rules notwithstanding the teacher's starting date;

(b) For subsequent contracts all applicable requirements of ORS 342.173(1) regarding availability of certificated staff must be met;

(c) The State Board shall report to the Teacher Standards and Practices Commission violations of these rules that could result in forfeiture of State School Funds as stated in ORS 342.173 and OARs 584-050-0060, 584-050-0065 and 584-050-0067.

Background checks are necessary to verify (d) and (e) for all community college and high school staff, but levels vary. Generally, if instructors teach at the high school site or are teaching courses designed for high school students, even if held elsewhere (e.g., alternative school), the college may want to adhere to the level of background check required for high school staff. If, however, the student attends classes which are held somewhere other than the high school and the class is designed for a general student population, the community college personnel rules can be followed. The decision of who pays when criminal background checks and fingerprinting are required is a local partnership contract issue.

Conclusion

By design, the **Community College Handbook, October 2001 Edition** is intended to be an evolving and dynamic document. Like community college programs, the **Handbook** must remain relevant, useful, and current. While the majority of the content is expected to remain fairly consistent over time, it would be unrealistic to believe that changes to rules and laws, revised policies, and improved procedures and forms will not necessitate periodic updates.

To keep the **Handbook** accurate and up-to-date, CCWD will continue to collaborate with constituents and employ other continuous improvement practices. Input, suggestions, and questions from users of the **Handbook** are welcomed and encouraged. Such feedback from users is essential to the process of improving the **Handbook**. In addition, community colleges may contact CCWD to request training on the procedures and requirements explained in the **Handbook**.

For the current and official version of the **Handbook**, users are directed to the CCWD website at ***www.odccwd.state.or.us/colleges/publications***. There are also links provided to request a **Handbook** training, to add your e-mail address to a notification list for when changes are made, to provide feedback, and to ask questions concerning the contents of the **Handbook**.

APPENDICES

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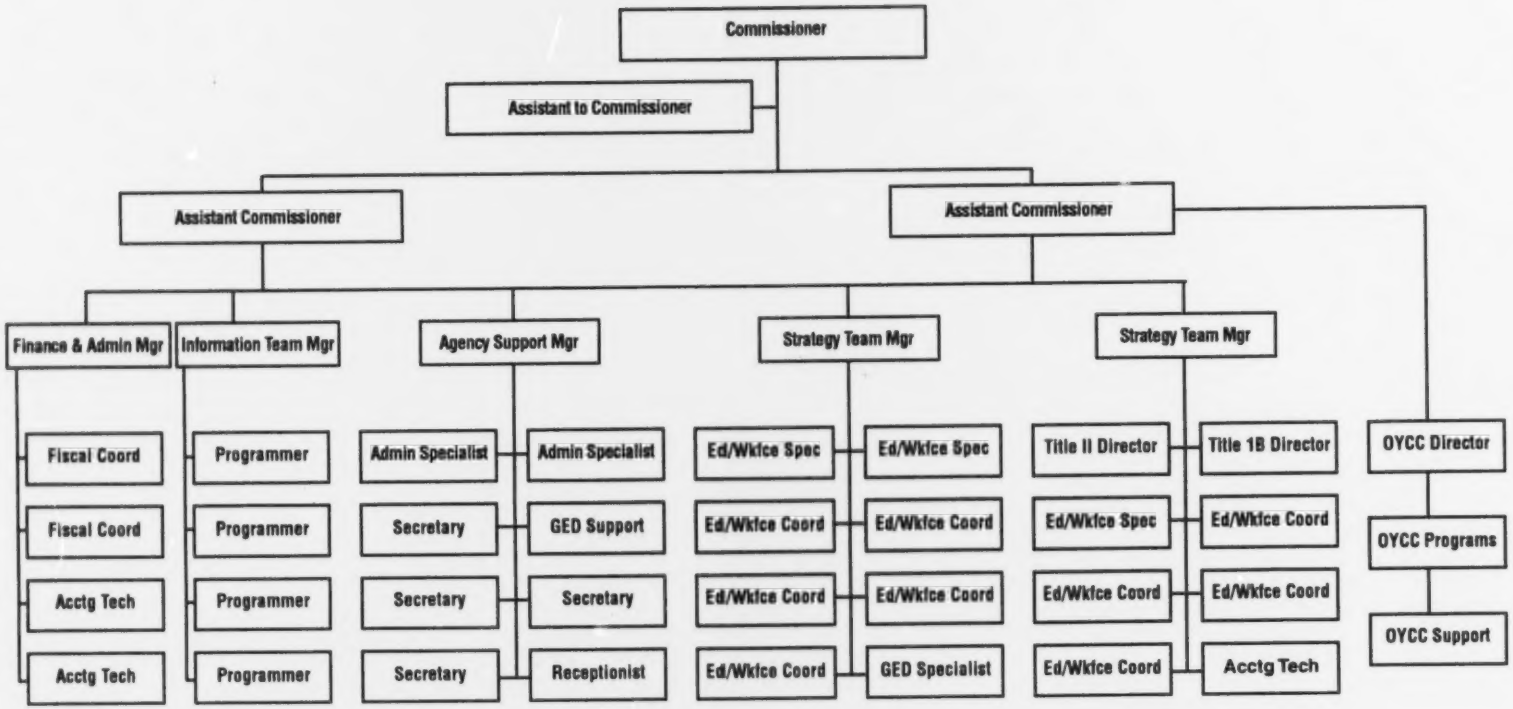
APPENDIX A

CCWD Organizational Framework

CCWD ORGANIZATIONAL FRAMEWORK



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APPENDIX B

Statewide Community College Committees and Organizations

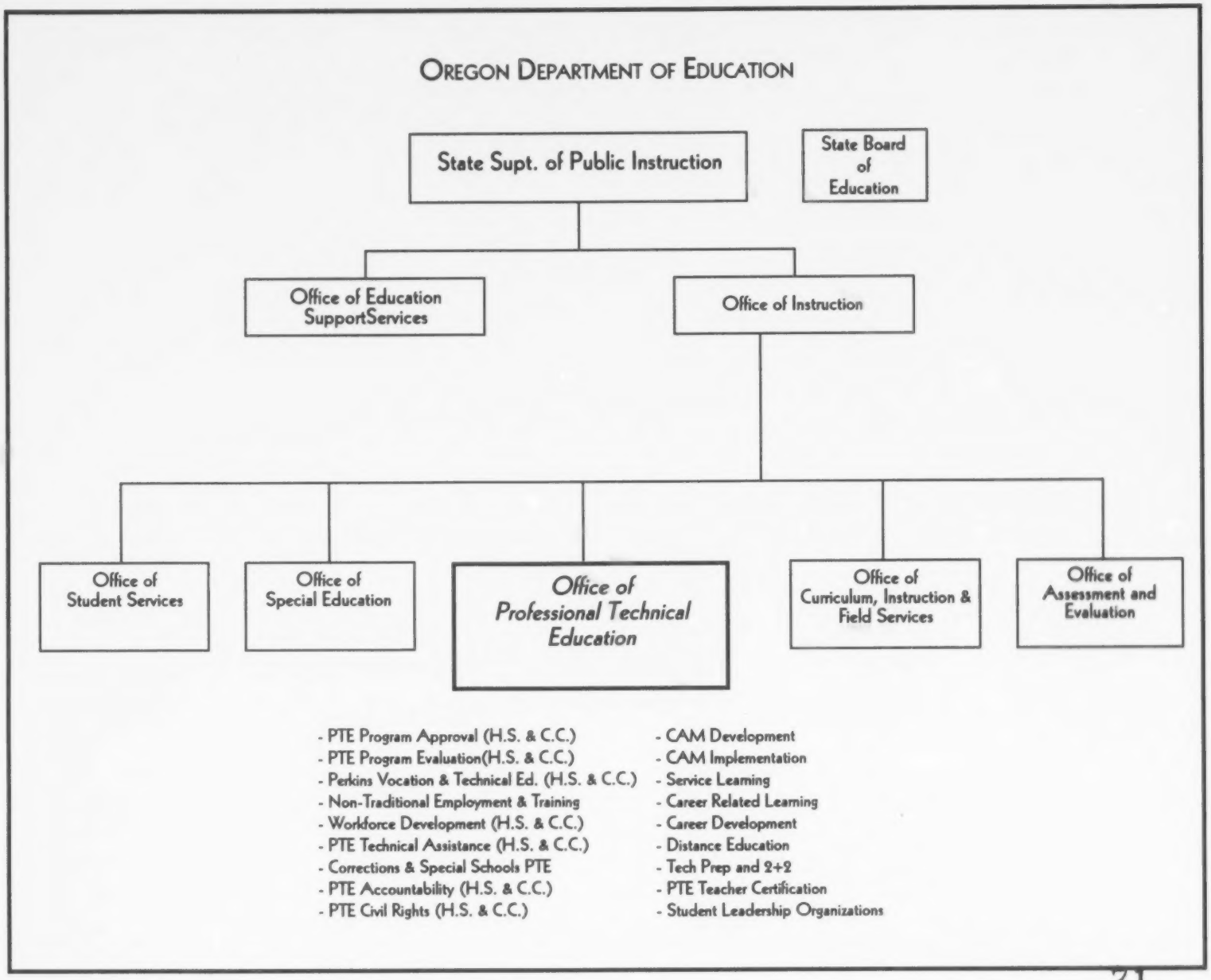
Statewide Community College Committees and Organizations

Oregon community colleges have a number of organizations and groups that meet periodically to discuss topics of mutual interest and to provide input and feedback to CCWD/OPTE on timely instructional issues. The official name of each group and their key issues are listed below.

GROUP NAME	KEY ISSUES
Apprenticeship Coordinators	On-the-job training and cooperative work experience, associate degree requirements
Business & Industry Training System (BITS)	High quality, seamless delivery of training & education services to employers; building stronger connections to other workforce service providers
Community College Workforce Strategies	Coordinated efforts among internal and external workforce partners; proactively addressing workforce issues, including WIA, One-Stop partnerships and credentialing
Community Education Council	Community and continuing education courses and activities.
Cooperative Education Directors	Cooperative work experience definitions and FTE guidelines
Council of Instructional Administrators	Strategic planning for community college instruction; instructional leadership; partnerships among high school, community colleges and universities; distributed learning development; Workforce Investment Act implementation; development and alignment of outcomes-based curricula; development of guidelines for apprenticeship programs
Distance Learning Council	Statewide access, statewide licensing content, technology infrastructure, OregonCollegesOnline.org website
FTE Audit Committee	State reimbursement for community college courses
Oregon Community College Institutional Researchers	Operational implications of FTE audit guidelines and process; obtaining useful information for analysis
OCCURS Oversight Committee	Maintenance of the OCCURS system
Oregon Council of Adult Basic Skills Directors	Marketing, council development, outcome curriculum, distributed learning, and WIA/Workforce Education
Oregon WorkKeys Network	Ongoing support for WorkKeys services, integration with other community college and industry programs and services, expansion of mission to include credentialing and certification issues
Professional Technical Education Deans/Directors	Perkins funding, quality PTE programs, alignment with workforce development state policy and legislation
Council of Student Services Administrators	National standards, current student issues, transfer/articulation, services for distance learners, statewide policy and legislation

APPENDIX C

ODE Organization Chart


OREGON DEPARTMENT OF EDUCATION
State Supt. of Public Instruction
State Board of Education
Office of Education SupportServices
Office of Instruction
Office of Student Services
Office of Special Education
Office of Professional Technical Education
Office of Curriculum, Instruction & Field Services
Office of Assessment and Evaluation
- PTE Program Approval (H.S. & C.C.)
- PTE Program Evaluation(H.S. & C.C.)
- Perkins Vocation & Technical Ed. (H.S. & C.C.)
- Non-Traditional Employment & Training
- Workforce Development (H.S. & C.C.)
- PTE Technical Assistance (H.S. & C.C.)
- Corrections & Special Schools PTE
- PTE Accountability (H.S. & C.C.)
- PTE Civil Rights (H.S. & C.C.)
- CAM Development
- CAM Implementation
- Service Learning
- Career Related Learning
- Career Development
- Distance Education
- Tech Prep and 2+2
- PTE Teacher Certification
- Student Leadership Organizations

Appendix D

Forms and Instructions

- Application for Approval of New or Revised Courses: Lower Division Courses
- Other Reimbursable/Self Improvement Course Approval Form
- Other Reimbursable Course Approval Standards
- Intent and Application Timelines for 2001-2002
- Notice of Intent to Apply for a New Program/Location Form
- Notice of Intent to Apply for a New Program/Location Guidelines
- Planning Guide and Application
- Stand-Alone Professional Technical Education Course Application
- Stand-Alone Professional Technical Education Course Criteria
- Occupational Supplmentary Course(s) Application
- Community College Program Amendment Form

Department of Community Colleges &
Workforce Development
255 Capitol Street NE
Salem, OR 97310

Application for Approval of New or Revised
LOWER DIVISION COLLEGIATE COURSES

College ***Date***

Course Title ***Course Number***

Course Description:

Credits	***Lecture Hours/Term*** ***Lecture/Lab Hours Term*** ***Lab Hours/Term*** **Other Provisions(explain)**	***Intended for use in fulfilling AA-OT degree requirement as:*** ***General Requirement*** ***Distribution requirement*** ***Elective Only***

New Course	***Formerly***				
	Title				
Revised	***No.***	***Credits***	***Lec***	***Lec/Lab***	***Lab***

I CERTIFY THAT the course listed above carries college credit transferable to one or more four-year institutions. When the local administrator affixes their signature below, they certify that the course meets the standards of OAR 581-42-030. It is understood that approval is for purposes of reimbursement only.

_____
Signature of College Representative

FOR STATE OFFICE USE ONLY

Approved ***CIP***_____ ***Date***_____

Disapproved ***Reason***_____

_____

_____
Authorized Representative

Department of Community Colleges &
Workforce Development
255 Capitol Street NE
Salem, OR 97310

Application for Approval
Other Reimbursable Courses
(Self Improvement and Developmental Education)

INSTITUTION:

COURSE TITLE:

COURSE NUMBER:

COURSE DESCRIPTION: (NOTE: For Developmental Education Courses Attach a Course Outline.)

PREREQUISITES (or other entry qualifications):

COURSE SCHEDULE:

Clock Hours	Per Week	Total
Class		
Laboratory		
TOTAL		

RATIONALE FOR OFFERING COURSE (Include how course meets standards for other education course approval, OAR 42-075):

This course meets the criteria for an other reimbursable course as approved by the State Board of Education. It is understood that when the local administrator affixes their signature to this approval application form, they are in fact certifying that the course submitted meets the criteria and standards established for course and curriculum eligibility approved by the Stated Board: This action, in effect, places on the institution the burden of proof that adherence to these standards and criteria is maintained.

_____
Local Administrator

FORM 581-4639 (Rev. 3/00)

STANDARDS FOR OTHER REIMBURSABLE COURSE APPROVAL
OAR 581-42-075(2) (a-e)

Check the category below into which this course fits.

Adult self-improvement which:
- **(a) Is intended primarily**
- **(b) Is college level instruction**
- **(c) Is worthy of college credit**
- **(d) Could be part of a sequence leading to a degree, diploma, or certificate**

High school course contracted with local education agency
Adult Basic Education
GED
Adult high school completion
English as a Second Language
Developmental level for students who lack sufficient background to make satisfactory progress in regular courses of the institution
Preparation for citizenship

FOR STATE OFFICE USE

This course has been entered into our records as eligible for state financial assistance approval and will remain in effect until the course is revised, eliminated from the institution's offerings, or disqualified because it no longer meets approval criteria.

Approval for Department of Community Colleges & Workforce Development

_____ _____
Authorized Representative **Date**

This course has not been approved for the following reasons:

_____ _____
Authorized Representative **Date**

FORM 581-4639 (Rev. 3/00)

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OREGON DEPARTMENT OF COMMUNITY COLLEGES AND WORKFORCE DEVELOPMENT
255 Capitol Street NE
Salem, OR 97310

Office of Professional Technical Education
Phone: (503) 378-3600
Fax: (503) 378-5156

NOTICE OF INTENT AND APPLICATION TIMELINES FOR 2001-2002

(For Associate of Applied Science (AAS) degree, AAS options, and certificate of completion programs)

New Program/Location Notice of Intent Due Dates. The official notice of intent to offer a new program or an existing program in a new location is accomplished by submitting a "Notice of Intent to Apply for a New Program/Location" (http://www.odccwd.state.or.us/colleges/publications) to CCWD by the first Friday of the month. Receipt of the "Notice of Intent" initiates the adverse intersegmental impact and detrimental duplication notification, application, and approval processes.

Friday, October 5, 2001
Friday, November 2, 2001
Friday, December 7, 2001
Friday, January 4, 2002
Friday, February 1, 2002
Friday, March 1, 2002
Friday, April 5, 2002
Friday, May 3, 2002
Friday, June 7, 2002
Friday, July 5, 2002
Friday, August 2, 2002
Friday, September 6, 2002
Friday, October 4, 2002
Friday, November 1, 2002
Friday, December 6, 2002

Planning Guide and Application Completion Due Dates. An *appropriately completed* "Planning Guide and Application" (http://www.odccwd.state.or.us/colleges/publications) must be submitted by the first Friday of the month to provide CCWD staff adequate time to prepare for submission at the following month or at the next possible State Board of Education meeting.

State Board of Education Meeting Dates. There are no State Board meetings in July or November. There is a State Board of Education annual planning meeting in August. The State Board does not consider applications for new programs/locations during these three months. State Board meeting dates are subject to change. For updates, visit http://www.odccwd.state.or.us/colleges, or contact Pauline Bernard at pauline.bernard@state.or.us.

Planning Guide and Application Completion Due Dates (1st Friday of the month) If the Planning Guide is submitted by…	State Board of Education Community College Meeting Dates (*Usually* the 3rd Friday of the month.) It may go to the State Board by…
Friday, October 5, 2001	Friday, December 7, 2001
Friday, November 2, 2001	Friday, January 18, 2002
Friday, December 7, 2001	Friday, January 18, 2002
Friday, January 4, 2002	Friday, February 22, 2002
Friday, February 1, 2002	Friday, March 22, 2002
Friday, March 1, 2002	Friday, April 19, 2002
Friday, April 5, 2002	Friday, May 17, 2002
Friday, May 3, 2002	Friday, June 21, 2002
Friday, June 7, 2002	September TBA, 2002
Friday, July 5, 2002	September TBA, 2002
Friday, August 2, 2002	September TBA, 2002
Friday, September 6, 2002	October TBA, 2002
Friday, October 4, 2002	December TBA, 2002
Friday, November 1, 2002	January TBA, 2003

For additional assistance, contact:

Ilene Spencer	(503) 378-3600 ext. 2244	ilene.spencer@state.or.us
Brent Jacobsen	(503) 378-3600 ext. 2231	brent.jacobsen@state.or.us
Salam Noor	(503) 378-3600 ext. 2230	salam.noor@state.or.us
Elaine Yandle-Roth	(503) 378-8648 ext. 367	elaine.yandle-roth@state.or.us
Greg Harpole	(503) 378-3600 ext. 2248	greg.harpole@state.or.us

OREGON DEPARTMENT OF COMMUNITY COLLEGES
AND WORKFORCE DEVELOPMENT
255 Capitol Street NE
Salem, OR 97310

Office of Professional Technical Education

Phone: (503) 378-3600
Fax: (503) 378-5156

It is important to refer to the companion guidelines and instructions for this form. Please submit the Notice of Intent for New Programs/Locations before submitting the Planning Guide and Application.
Forms, instructions and other useful resources are located at *http://www.odccwd.state.or.us/colleges/publications*

NOTICE OF INTENT TO APPLY FOR NEW PROGRAMS/LOCATIONS

(For proposed Associate of Applied Science degree, AAS option and certificate of completion programs and/or locations)

College:	
City:	

Location/Geographic Region to be Served:	

CIP Code:		CIP Title:	

CIP Narrative Description:

Description of Proposed Program:

Proposed Implementation Date:	

Need for Proposed Program:

Target Student Population:		Estimated Students per Year:	

College Contact Person(s):	
Phone:	
Fax:	
E-Mail:	

Program Contact Person(s):	
Phone:	
Fax:	
E-Mail:	

Other Information:

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255 Capitol Street NE
Salem, OR 97310

Office of Professional Technical Education
Phone: (503) 378-3600
Fax: (503) 378-5156

NOTICE OF INTENT TO APPLY FOR A NEW PROGRAM/LOCATION GUIDELINES

(For new AAS degree, AAS degree option and certificate of completion programs and new location of existing programs)

The purpose of the Notice of Intent to Apply for a New Program/Location (Notice of Intent). The notice of intent process serves five important purposes:

a) It is the official notification from a community college to the Department of Community Colleges and Workforce Development (CCWD) that a new professional technical education (PTE) program or a new location of an existing PTE program is being proposed,
b) Guides the proposing college through essential initial steps in planning and program development,
c) Notifies the Office of Professional Technical Education (OPTE) which assigns the appropriate Education Program Specialist to assist the college with the application and approval process,
d) Provides notification concerning the proposed new program/location to others across the state, and
e) Initiates an orderly process to identify and resolve issues pertaining to adverse intersegmental impact and detrimental duplication.

Submitting a Notice of Intent. The Notice of Intent for a New Program/Location must be submitted to CCWD (Brent Jacobsen at brent.jacobsen@state.or.us) via e-mail or attachment no later than the first Friday of a month to be distributed by the second Friday of the month. If all requested information is provided and the editing is completed in time, all notices of intent are sent out on the second Friday of the month to an e-mail distribution list of individuals representing community colleges, universities, private career schools, state agencies and others. This initiates the fifteen-day period within which claims may be made concerning adverse intersegmental impact and detrimental duplication.

Information to include in the Notice of Intent. A thorough Notice of Intent provides a "head start" on the ensuing Planning Guide and Application. The Notice of Intent is sometimes referred to as an abstract because it is a summary of key information requested on the Planning Guide and Application (see Planning Guide and Application at http://www.odccwd.state.or.us/colleges/publications).

Please provide clear, complete, and concise responses to the following items in your Notice of Intent (see Notice of Intent form at http://www.odccwd.state.or.us/colleges/publications).

1. Institution name and city: For example, Portland Community College, Portland and Blue Mountain Community College, Pendleton.

2. Name of proposed program and degree, option and/or certificate of completion: Include the specific name of the program and whether it is an AAS degree, an option added to an AAS degree program, and/or a certificate of completion program. Examples:
   a) Recreational Vehicle Service Technician, Associate of Applied Science (AAS) degree program
   b) Energy Management Technician, existing Associate of Applied Science (AAS) degree program, adding a Renewable Energy Technician option
   c) Early Childhood Education & Family Studies, certificate of completion program

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3. Location/Geographic region to be served: A clear description of the location where the program will be taught is critical information concerning adverse intersegmental impact and detrimental duplication issues. Please be very clear and specific. Where will the proposed program be taught? Usually, it is recommended that this include the entire community college district.

4. Classification of Instructional Program (CIP) Code, CIP Title and CIP narrative description of the type of program: Only one Classification of Instructional Program (CIP) code (using six digits), one CIP title and one CIP narrative description may be listed. If you have questions concerning the CIP for the proposed program, please consult with the appropriate CCWD/OPTE Education Program Specialist. For CIP codes, titles and descriptions see http://www.ncsu.edu/provost/academic_affairs/cc/cip_proj/cip_manu.htm.

5. Description of proposed program: Please limit to approximately 300 words. The description should be identical to what will be included in the Planning Guide and Application (http://www.odccwd.state.or.us/colleges/publications) and close in content to your college catalog description.

6. Proposed implementation date: Please pay close attention to the time required for the completion of the notification, adverse intersegmental impact or detrimental duplication, and application processes; review by CCWD/OPTE staff; review by the Commissioner of Community Colleges and Workforce Development; submission to the State Board of Education (and their monthly/annual meeting schedule); and authorization by the Office of Degree Authorization (ODA). These dates and timeframes may be critical to catalog printing and other schedules at your college. For details concerning required timeframes and due dates, please consult with the appropriate CCWD/OPTE Education Program Specialist and refer to the "Timelines for New Program/Location Notification and Application" (http://www.odccwd.state.or.us/colleges/publications).

7. Need for proposed program: Please limit to approximately 300 words. Convincingly establishing and describing the need is essential to meet State Board of Education criteria for new programs. It is also important for your college to be able to address issues of adverse intersegmental impact or detrimental duplication if other institutions raise them. Include specific, relevant and current labor market information, including wage information; pertinent economic, workforce development, industry or technological trends; data that demonstrate a verifiable demand for such training at the proposed location(s); if the need for the program is not currently being met by existing programs and institutions; the guidance provided by the appropriate advisory committee and/or local workforce investment board; and/or other fact-based information to support why the proposed program is now needed. Cite all sources/references. Many program developers find the Oregon Labor Market Information System (OLMIS) useful (see http://www.olmis.org/olmisj/OlmisZine).

8. Target student population: Identify the prospective students who are preferred and/or will be recruited for the proposed program. Specify if the target population is high school students participating in an associated tech prep or dual credit program, recent high school graduates, mid-career changers, dislocated workers, individuals with particular education or experience, participants and referrals from workforce development, vocational rehabilitation or other programs, and so on.

9. Estimated students per year: New programs often limit the number of students in the first year(s). If the estimated number of students per year will vary during the first five years, please specify. Indicate the number of students expected once the program is fully operating.

10. College contact person(s): The *college* contact person(s) listed is who will be listed on the notification sent to the field. The *college* contact person is the person readers are instructed to contact if there are questions about the program and possible adverse intersegmental impact or detrimental duplication issues. Please include the following information for each *college* contact person listed:

    Name
    Title
    Department, division, office, etc.
    College name
    Address
    City, State and Zip Code
    Phone
    FAX
    E-mail address
    College website address

11. Program contact person(s): The *program* contact person(s) listed will not be included on the notification sent to the field unless permission is granted. The program contact person is the person CCWD/OPTE staff might contact if we have questions specific to details about the program. Please include the following information for each *program* contact person listed:

    Please indicate if you want to have this person included on the notification abstract sent to the field?

    Name
    Title
    Department, division, office, etc.
    College name
    Address
    City, State and Zip Code
    Phone
    FAX
    E-mail address

12. Other information: This is an entirely optional section. Include additional information only if it clarifies a confusing aspect of the program, provides pertinent information, or adds something that you believe is important to inform the public about the proposed program. If additional information is provided, please keep this section brief.

For additional assistance, contact:

Ilene Spencer	(503) 378-3600 ext. 2244	ilene.spencer@state.or.us
Brent Jacobsen	(503) 378-3600 ext. 2231	brent.jacobsen@state.or.us
Salam Noor	(503) 378-3600 ext. 2230	salam.noor@state.or.us
Elaine Yandle-Roth	(503) 378-8648 ext. 367	elaine.yandle-roth@state.or.us
Greg Harpole	(503) 378-3600 ext. 2248	greg.harpole@state.or.us

OREGON DEPARTMENT OF COMMUNITY COLLEGES
AND WORKFORCE DEVELOPMENT
255 Capitol Street NE
Salem, OR 97310

Office of Professional Technical Education

Phone: (503) 378-3600
Fax: (503) 378-5156

PLANNING GUIDE AND APPLICATION

New Community College Program Application: Anchored on State Board Standards

BASIC PROGRAM INFORMATION

1. College/Program Information

Community College:		College Code:	

Contact Person(s)	Phone Number	FAX Number	E-Mail Address

New Program Title		Number of Credits	

New Program Option Title (Existing AAS Programs)		Number of Credits	
Base AAS Program			

2. Form Of Recognition (Check One)

X	FORM OF RECOGNITION REQUESTED	CREDITS	LENGTH OF APPROVAL
	Associate of Applied Science Degree Program	> 90	Permanent
	Associate of Applied Science Degree Program Option	> 90	Permanent
	Associate of Arts–Oregon Transfer Degree	> 90	Permanent
	Associate of Science	> 90	Permanent
	Associate of General Studies	> 90	Permanent
	Certificate of Completion Program		Permanent
	Other–Identify		

3. Local Approvals

Community College Board Approval Date		Anticipated Program Start Date	

4. Classification of Instructional Programs (CIP) Code/Title And Certificate of Advanced Mastery (CAM) Career Area For Proposed Program

CIP CODE	CIP TITLE	X	CAM CAREER AREA
			Arts and Communications
			Business and Management
			Health Services
			Human Resources
			Industrial and Engineering Systems
			Natural Resource Systems

5. Description Of Program To Be Included In College Catalog

6. Instructional Dean's Approval: As Vice President / Dean for Instruction at _____ Community College, I have reviewed this application document and attest to its accuracy, clarity and completeness.

Printed/typed name and title _____

Signed _____

Date _____

STANDARD A

The program is developed and will be implemented, operated and evaluated as a joint venture with business, industry and labor.

1. Advisory Committee Approval

Advisory Committee Approval Date		**Approving Advisory Committee Name**	

2. Industry and Association Standards

QUESTIONS	No	Yes	Name of standards/ certification available/ required	Will standards/ certification be utilized for program (Y/N)	Anticipated implementation date of identified standards
a. Do national/regional industry standards exist for the program?					
b. Is industry /association certification available for the program?					
c. Is industry/association certification available for students that complete the program?					
d. Is special program accreditation required for the program?					
e. Is state or federal licensure required for the program?					
f. Is state or federal licensure required for students before they can enter into occupations included in the program?					

3. Business/Industry/Labor/Community Partnerships

QUESTIONS	Local/ Regional Advisory Committee (Y/N)	Government Agencies (Y/N)	Nat'l/Reg. Business/ Industry Association (Y/N)	Labor Organization (Y/N)	Regional Workforce Investment Board (Y/N)
a. Assisted in the development of the program?					
b. Will be involved in the implementation of the program?					
c. Will be involved in the ongoing evaluation and quality assurance of the program?					
d. Will assist in the operation of the program?					
e. Will be involved in providing field experiences for students?					

4. Letters of Support for the Program: Include letters of support with this application for business and industry AAS and Certificate of Completion programs. Omit this process in all other applications.

STANDARD B

The college demonstrates capacity to offer the program and will provide the necessary resources and services to assure that students can attain the skills and knowledge necessary to fulfill the stated objectives of the program.

1. Budgetary Impact Analysis

	Yes	No	Comments
a. Has a cost-benefit analysis been completed for the program? Results?			
b. Will additional budget resources be necessary for the college to implement the program?			
c. If yes, have the additional resources been identified?			
d. Has the college determined the length of time and resources needed to fully implement the program and assure availability of budget resources for the development of a quality program?			
e. The college has the physical space and necessary equipment for new program?			
f. Will the new program create a shortfall of resources for existing programs and services?			

2. Instructor Qualifications: What are the qualification and requirements for instructors teaching in the academic and technical components of the program?

Academic Instructors:

Professional Technical Education Instructors:

STANDARD C

The curriculum for the program demonstrates a cohesive instructional system that will lead to the attainment of the academic and professional technical exit proficiencies needed for success in the occupational field.

1. Program Entry Requirements: Identify all that are applicable

ASSESSMENT AREA	REQUIRED SCORE	ASSESSMENT USED
Grade Point Average		
Math		
English		
Writing		

2. Additional Proficiencies/Competencies for Program Entrance:

List additional proficiencies, competencies, skill levels, etc. that are necessary for student entrance into the program.

Academic:

Technical:

Workplace Readiness/Attitudinal:

3a. Year One (1) of Proposed Program

New Course	Existing Course	Course Number	Course Name	Course Type**	Credits

3b. Year Two (2) of Proposed Program

New Course	Existing Course	Course Number	Course Name	Course Type**	Credits

**G = General Education Requirements P = Program Requirements S = Suggested Electives

4. Proficiencies/Competencies for Program Completion: List the proficiencies, competencies, skill levels, etc. that are expected for students that complete the program.
Academic:
Technical:
Workplace Readiness/Attitudinal:

5. Integration Of Academic And Professional Technical Education Instruction: How will the college assure the integration of academic and professional technical education instruction will occur? Check all that apply.	
	Academic courses infused with technical content
	PTE courses infused with academic content
	Team teaching of content
	Other (Identify)

STANDARD D

The instructional design for the program provides the appropriate access, flexibility and evaluation components to provide appropriate instruction for students within the program.

1. Program Access: How often will students be able to enter into the program? Check all appropriate boxes.

X	ACCESS OPTION	X	ACCESS OPTION
	1. Quarterly (term)		6. > monthly but < quarterly
	2. Annually		7. > quarterly but < annually
	3. Monthly		8. As needed
	4. Weekly		9. Other (identify)
	5. > weekly but < monthly		

2. Flexibility Of Course Offerings: What types of course flexibility will be offered to students? Check all appropriate boxes.

X	COURSE FLEXIBILITY PROVIDED	X	COURSE FLEXIBILITY PROVIDED
	1. Traditional term schedule		5. Short-term intensive courses
	2. Open entry/exit for some courses		6. Courses between traditional terms
	3. Open entry/open exit for most courses		7. Other (explain)
	4. Variable credit courses)		8. Other (explain)

3. Instructional Design: What modes of instruction will be provided to students in the program? Check all appropriate boxes.

X	INSTRUCTIONAL DESIGN	X	INSTRUCTIONAL DESIGN
	1. Traditional lecture courses		5. Computer instruction
	2. Lecture/lab or lab		6. Video/audio tape instruction
	3. Work-based learning		7. Ed-Net or other distance learning
	4. Modem instruction		8. Other (explain)

4. Credit For Previous Learning: What opportunities will be provided for students to receive credit for previous learning/experience? Check all appropriate boxes.

X	ASSESSMENT FOR PREVIOUS LEARNING	
	a. Challenge examinations	e. Acceptance of credit for recent high school experiences
	b. Credit for prior learning	f. Acceptance of credit from private career schools
	c. Portfolio assessment	g. Other (identify)
	d. Acceptance of credit from other colleges	

5. Work Based Learning Opportunities: What types of work-based learning experiences will be offered to students enrolled in the program? Check all appropriate boxes.

TYPES OF WORK-BASED LEARNING EXPERIENCES	AVAILABLE WITHIN THE PROGRAM (Y/N)	EXPECTED COMPONENT OF THE PROGRAM (Y/N)	REQUIRED FOR COMPLETION OF THE PROGRAM (Y/N)	LENGTH OF TIME (HOURS)
Apprenticeship				
Community-based Experience				
Cooperative Work Experience				
Externships				
Internships				
Job Shadowing				
Job Simulation				
Mentorships				
Other (identify)				

6. Evaluation Of Student Competence: How will students be evaluated to determine competence in the program? Check all appropriate boxes.

X	STUDENT EVALUATION STRATEGIES	X	STUDENT EVALUATION STRATEGIES
	a. Multiple choice tests		g. Projects
	b. Open ended essay		h. Portfolios
	c. Real work		i. Competency profiles
	d. Success in work based experiences		j. Program exit examinations/assessments
	e. Certification assessments		k. Other (identify)
	f. State/ Federal licensure assessments		

STANDARD E

The program provides access to all students and provides the necessary additional and supplemental services for special populations and protected classes.

1. Program Access: Populations to be Served by the Program

X	POPULATION TO BE SERVED	X	POPULATION TO BE SERVED
	General Student Population		JOBS Program
	Corrections		Dislocated Workers
	Currently Employed in Field		Currently Employed in Related Field
	Targeted Training for Employers		Other (identify)
	Other (identify)		Other (identify)

2. Special Population and Protected Classes Enrollment: What recruitment efforts will be used to encourage special population and protected class students to enroll in the program?

X	Special Populations Recruitment	X	Protected Classes Recruitment
	Radio / TV advertising		Radio / TV advertising
	Newspaper		Newspaper
	Service provider tips		Service provider tips
	Career fairs		Career fairs
	Community organization assistance		Community organization assistance
	Other (explain)		Other (explain)

3. Non-Traditional Enrollment: What recruitment efforts will be used to encourage non-traditional students to enroll in the program? Check all that apply

X	Non-Traditional Recruitment Efforts	X	Non-Traditional Recruitment Efforts
	Tips from service providers		Assistance from community org.s
	Career fairs		Assistance form the employment dept.
	College based recruitment effort		Non traditional career fairs
	Other (explain)		Other (explain)

4. Additional and Supplemental Services Offered to Special Populations and Protected Classes: Check all that apply

X	Supplemental Services	X	Supplemental Services
	Tutorial services		Physical aides
	Classroom aides		Group assistance
	Modification of curriculum		Modification of environment
	Student Advocate		Classroom assistants
	Modification of materials		Other (explain)

STANDARD F

Program need is based on local, regional, state and national statistics and forecasts documenting that an employment demand for family wage occupations is not or cannot be met through existing programs.

1. Primary Occupations for Students Completing Program

OES/DOT Code	Occupational Title	Family Wage Job (Yes or No)	Average Annual Wage Upon Program Completion	Anticipated Annual Wage within 3 years of Employment Entry

*Family wage occupation is the salary needed within the region to support a family of four above the poverty level. Work with your local Employment Department office and workforce agencies/partners for this salary figure and other relevant labor market information.

2. Determination Of Need For The Program: How did the college determine that there is now a need for the program? Was the program requested by a specific business, association, etc.?

3. Anticipated Service Area For The Program: Is the program a local, regional, statewide or national program? Is labor market for students expected to be local, regional, or national?

PROGRAM IMPACT	ENROLLMENT AREAS FOR STUDENTS IN THE PROGRAM	%	STUDENT PLACEMENT AFTER PROGRAM COMPLETION	%
LOCAL DISTRICT	Percentage of anticipated student enrollment from within the community college district		Percentage of program completers that are expected to enter employment within the community college district	
WORKFORCE REGION	Percentage of anticipated student enrollment from within the workforce region		Percentage of program completers that are expected to enter employment within the workforce region	
CONTIGUOUS WORKFORCE REGIONS	Percentage of anticipated student enrollment from neighboring workforce regions (identify regions served)		Percentage of program completers that are expected to enter employment within the neighboring workforce regions	
STATEWIDE	Percentage of anticipated student enrollment from outside the contiguous regions but with-in the state		Percentage of program completers that are expected to enter employment outside of the contiguous region but with-in the state	
ADJACENT STATES	Percentage of anticipated student enrollment from adjacent states		Percentage of program completers that are expected to enter employment within the adjacent states	
NATION AND INTERNATIONAL	Percentage of anticipated student enrollment from outside of Oregon and adjacent states		Percentage of program completers that are expected to enter employment outside of Oregon and adjacent states	
	TOTAL	100%	TOTAL	100%

NOTE: ***This page delineates the area in which the college will need to conduct research as to the potential adverse impact of this program on existing similar programs.***

4. Similar Programs Offered Within The Attendance Area/Region By Other Community Colleges, Private Career Schools, and Public and Private Colleges And Universities

Institution	Program Name	Type of Program (DP)Diploma, (C)ertificate or (D)egree	Date Impact Letter Sent	Date of Impact Response	Impact Identified (Y/N)

*Please send copies of the responses regarding adverse impact with this application. If an organization has not responded to your letters, send copies of the letters that have sent to the organization.

5. Projected Enrollment And Program Completion Rates For Proposed Programs

	Year Change				
	2001-02	2002-03	2003-04	2004-05	2005-06
a. Student projected to be enrolled at beginning of reporting period.					
b. New enrollments projected during the reporting period.					
c. Total enrollment projected during the reporting period (1 + 2).					
d. Number of early leavers projected during the reporting period.					
e. Number of students projected to graduate (complete program) during the reporting period.					
f. Number of graduates projected to be employed in related occupations during the reporting period.					
g. Number of projected graduates expected to enter the Oregon workforce upon program completion.					
h. Percentage of graduating students anticipated to be employed in related occupations (6 divided by 5).	_____%	_____%	_____%	____%	_____%
i. Percentage of non-completing students (4 divided by 3).	_____%	_____%	_____%	____%	_____%

Comments/Explanations of Data

6. Labor Market Supply And Demand Factors: Obtain data and information by working with local Employment Department Labor Market Economist and other workforce agencies and partners.

Supply/Demand Factor	Rating	Key Variables	Points
a. What is the size of the occupation?	1 Less than average 3 Average 5 More than average	Reasonable opportunities considered at 1700 openings per year on a statewide basis	
b. What is the educational supply divided by the number of openings?	3 More than a 2 to 1 ratio 5 Less than a 2 to 1 ratio	Education supply divided by number of job openings	
c. What is the educational level of the current supply of applicants?	5 12 or less 3 13-14 1 15+	Educational level of applicants for occupation relates directly to competitiveness of program completers	
d. What is the current unemployment rate for the occupation?	5 10% or less 0 More than 10%	Unemployment rate greater than 10% is considered unreasonable	
e. What is the local/state growth rate of the occupations?	3 Less than 3% 5 3% or more	Growth rate of 3% due to industrial openings is average	
f. What is the national labor market growth outlook for the occupation?	5 Much faster than average 4 Faster than average 3 Average 2 Little change/slower than average 1 Decline	41% 27-40% increase 14-26% increase 0-13% increase Decline of 1% or more	
g. What is the job retention (weeks worked per year) of completers in SIC (Standard Industrial Classifications) related to program of training?	5 More than 40 weeks per year 3 30 to 40 weeks per year 0 Less than 30 weeks a year		
h. What are the average weekly earnings of completers?	0 Below Oregon average weekly wage 5 At or above Oregon average weekly wage	Average weekly wage for Oregonians = *(Amount)*	
i. Other labor market information factors (legislative changes, special agreements with employers, new policies, etc. Please identify).	As identified and agreed upon by college, OPTE, and Employment Department		

STANDARD G

The program provides direct connections to appropriate Certificates of Advanced Mastery as well as other programs in the college, other institutions of postsecondary education, and future training opportunities

1. Relationship To Education Reform: **How will the program be tied to school improvement efforts (i.e. campus efforts, local Certificate of Advanced Mastery programs, etc.)?**

2. Articulation With Programs: **(A) How will the program be articulated with high school programs, and (B) how will high school/CAM students be transitioned into the proposed program i.e., (receive credit into the program for their previous education or experience, credit into bridge program, etc.)? (C) Does the program articulate with other community college programs--if so, at what colleges?**

3. Similar/Related Programs/Options Offered By The Community College

Program/Program Option Name	CIP Code	Certificate (C) or Degree (D)	Number of Common Credits	TOTAL Credits in Program

4. Opportunities for Upgrading through Career Paths including Articulation with Higher Education

Occupational or CIP Code Title	Average Annual Wage	(X) Additional Experience, or (D) Education/ Training Required	School Where Program Offered	Program Name	Degree Provided (AAS-BA-BS)	Transfer Agreement in Place (Yes or No)

STANDARD H

The program has continuous improvement systems in place that provide for program input through evaluation based on instructor, employer and student satisfaction follow-up data.

1. Student Input into Program Improvement: How will students have opportunities to provide input to continuously improve the program?

X	Student Evaluation Input	X	Student Evaluation Input
	Course Evaluation		Program Evaluation
	Instructor Evaluation		Work Based Learning Evaluation
	Student Satisfaction with Program		Student Satisfaction with Ancillary Services

2. Program Evaluation Techniques: Check all that apply

X	Evaluation Techniques	X	Evaluation Techniques
	Instructional Effectiveness		Advisory Committee Input
	Teacher Evaluation		Employer Satisfaction
	Student Placement		National Examinations of Students
	Licensing %		State Quality Assurance

3. Program Evaluation: (A) How will program be evaluated for effectiveness annually? (B) Over time? (C) What system is in place at the college to assure quality program evaluation for students?

4. **Follow-up Activities:** (A) What follow-up activities will be utilized? (B) Explain how follow-up activities will be used to continuously improve program, (C) How will advisory committees, industry associations, professional organizations, etc. be utilized to determine employer satisfaction and former student satisfaction? (D) How will follow-up data be utilized to make needed modifications to the program and track student success in the program?

Department of Community Colleges and Workforce Development
255 Capitol Street NE

Office of Professional Technical Education
Salem, OR 97310

STAND-ALONE PROFESSIONAL TECHNICAL COURSE APPLICATION

College	

Course Title		When to Be Offered?	
Description:			

CAM Endorsement Area of Study			CIP Code	
❑ Arts & Communications	❑ Human Resources			
❑ Business & Management	❑ Industrial & Engineering Systems		Contact Hours	
❑ Health Services	❑ Natural Resource Systems		Credit	

Contact Person		Phone	( )	Fax	( )
E-Mail					

I certify that this course meets the criteria and standards established by the State Board of Education; the course is offered to individuals seeking to build knowledge and skills for employment in an area not included in one or more existing approved certificate or associate degree programs; that issues related to course duplication have been effectively dealt with; and that approval will not circumvent the certificate/associate degree program approval process. It is understood that the signing of this application places the burden of proof of adherence to and maintenance of these criteria and standards on this institution.

Date

Chief Academic Officer

DCCWD/OPTE Staff		Approved		Disapproved		Date	

opte/pie/commcoll/standaloneform98.doc

STAND-ALONE
PROFESSIONAL TECHNICAL COURSE

Definition: A Stand-Alone Professional Technical Course is designed for individuals seeking to build knowledge and skills for employment in an area not included in one or more of a community college's existing approved certificate or associate degree programs. Stand-Alone Professional Technical Course approval is not intended to be an avenue for avoidance of the certificate/associate degree program approval process.

APPROVAL CRITERIA

1. **Classification of Instructional Programs (CIP) code identified.**
2. **Course encompasses a minimum of ten (10) lecture hours or thirty (30) laboratory hours.**
3. **Course may be credit or non-credit.**
4. **Course may be transcripted.**
5. **Contact hours for ALL coursework can not exceed a total of two hundred-ten (210) hours. A single course or series of courses must be completed within the 210-hour limitation.**
6. **Course duplication issues have been addressed with other public or private institutions.**
7. **Chief Academic Officer validates assurances prior to submission of application (see form).**
8. **College receives approval before offering course.**

APPROVAL PROCESS

- **Stand-Alone Professional Technical Course Form incorporated into OCCS web page.**
- **College downloads, completes and e-mails form to OCCS/OPTE.**
- **OCCS/OPTE notifies college of approval/disapproval decision within three (3) weeks of receiving form.**

Department of Community Colleges and Workforce Development
255 Capitol Street NE
Salem, OR 97310-0203

Office of Professional Technical Education

Occupational Supplementary Course(s) Application

College Name: _____ Term: _____ Year _____

Course Number	Course Title & Description	CIP Code	Number of Credits (if granted)	Number of Clock Hours	Targeted Population	DEPARTMENT USE ONLY Approved Yes No

STATEMENT OF AFFIRMATION

I do hereby certifiy that the course(s) listed above meet the criteria and standards established for supplemental courses as approved by the State Board of Education; the course(s) are offered primarly for individuals currently employed in a targeted occupation; not directed towards a baccalaureate degree; for employment stability; and are developed and operated with the advice and counsel of Business and Industry. By signing this application, it is understood this action, in effect, places on the institution the burden of proof that adherence to these standards and criteria is maintained.

College Authorized Signature_____ Date_____

College Contact Person_____ Telephone_____

DEPARTMENT OF COMMUNITY COLLEGES AND WORKFORCE DEVELOPMENT **Office of Professional Technical Education**

Program Specialist_____ Date

Form 581-4645-x(01/95)/pfc/is/i:opte/duplicate/spencer/sp0015a/110299

BEST COPY AVAILABLE

partment of Community Colleges & Workforce Development
255 Capitol Street NE
Salem, OR 97310-0203

Office of Professional Technical Education
Access Form at: www.ode.state.or.us/opte

COMMUNITY COLLEGE PROGRAM AMENDMENT FORM

COLLEGE		DATE	

CAM Endorsement Area of Study	
❑ Arts & Communications	❑ Human Resources
❑ Business & Management	❑ Industrial & Engineering Systems
❑ Health Services	❑ Natural Resource Systems

APPROVED Program Title	*APPROVED* CIP Code	*APPROVED* Recognition	Current Credits
Approved Base AAS Program Title:		❑ Associate of Applied Science (AAS) Degree	
Approved (AAS) *Option* Title:		❑ *OPTION* to Base AAS Degree	
Approved Certificate Program Title:		❑ Certificate *Within* AAS Degree? ❑ Yes ❑ No	

TYPE OF PROGRAM AMENDMENT (Check ALL That Apply)			
❑ Program Title Change	*Proposed* AAS Title:		
❑ *Approved OPTION* Title Change	*Proposed* OPTION Title:		
❑ Curriculum Revision	*Proposed* Certificate Title:		
❑ Revision in Number of Credits	*Proposed* Total Credits:		
❑ *SUSPENSION* of Program			

CURRICULUM AMENDMENT
(Attach Copy of **CURRENT** Curriculum)

ONLY list the program course(s) to be amended and those being ***PROPOSED.***

CURRENT				*PROPOSED*			
Course Number	Course Title	Clock Hours	Credits	Course Number	Course Title	Clock Hours	Credits
TOTAL *CURRENT* CREDITS:				TOTAL *PROPOSED* CREDITS:			

College Contact		Telephone No.	
E-Mail Address		Fax No.	
College *Authorized* Signature:			

OPTE Staff		Approved ❑ Disapproved ❑	Date

opte/pis/spencer/ccpafrmt/amendedccprogramform (Revised 11/05/99)

APPENDIX E

Advertising Do's and Don'ts

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Advertising Do's and Don'ts

A quick look at the Oregon Statutes and Rules relating to advertising and promoting education and training programs.

State statutes and rules for Oregon community colleges do not specifically address marketing and advertising. It should be noted, however, that private career schools, colleges, and universities approved by the Office of Degree Authorization/ Oregon Student Assistance Commission are held to specific expectations through Oregon Revised Statutes and Oregon Administrative Rules. Although Oregon community colleges are not held to these standards by statute or rule, community colleges should strive to meet or exceed the advertising and marketing standards required of the private education and training sector. A failure by community colleges to self-regulate advertising and marketing could result in pressure on the state from the private education and training sector to regulate community college activities.

The following document identifies the statutes and rules in place to regulate advertising and marketing for Oregon career schools, colleges, and universities authorized by the Office of Degree Authorization. This document is presented to assist Oregon's 17 community colleges to develop and implement marketing and advertising strategies for courses and programs that are consistent with the requirements for other education and training sectors.

Advertising and Marketing Requirements for Private Career Schools and ODA Institutions	Oregon Administrative Rules (OAR)
Advertising materials submitted for review	**OAR 581-045-0006(10(d)** The application [for Private Career School Licensure] shall be accompanied by: (d) A draft of the proposed school catalog or brochure required by OAR 581-045-0019; (e) A copy of proposed advertising and promotional information to be used by the school.
Advertising materials must be accurate and truthful; no false advertising.	**OAR 581-045-0034** No private career school or its agents may intentionally or knowingly make false, deceptive, inaccurate or misleading representations of fact in any oral, written, visual or electronic presentation in connection with the offering or publicizing of a subject or course of instruction.
Advertising publications must be on file and available for review upon request.	**OAR 581-045-ט033(1)** Printed school publications, brochures or pamphlets shall be on file at the school and available upon request to any prospective student, enrolled student, and the Department.

School catalogs must include specific information or reference to specific documentation.

Oregon Administrative Rules (OAR)

OAR 581-045-0019 (1) A school catalog shall include the following. If any of the following items do not appear in the body of the catalog, a reference to other specific documents where the required information appears must be in the catalog: (a) Name and address of the school; (b) Date of publication or other reference identifier such as year(s), volume or edition or version numbers, etc.; (c) Admission requirements and procedures; (d) The educational or vocational objective of each program including the name and level of occupations for which the course or program purports to train; (e) The number of clock or credit hours of instruction in each course and the length of time in weeks or months normally required for completion; (f) A complete listing and description of courses offered specifying subjects included in each program that clearly identifies coverage of the training. If for the purpose of continuing education and/or self-improvement they must be identified as such; (g) A description of the school's physical facilities and equipment available for student use; (h) Policies relating to tardiness, absences, makeup work, conduct, standards for progress, termination, reentry and other rules and regulations of the school, including a student appeals process; (i) The grading system, including definition of ratings and credit units, if any; (j) The requirements for graduation or completion; (k) A statement describing certificates, diplomas or degrees awarded upon graduation; (l) The total cost of tuition and registration fee and other charges related to enrollment such as deposits, fees, books and supplies, tools and equipment, and other charges for which a student may be responsible. This information may be presented as an addendum or insert to the main publication; (m) The state refund policy or the school's refund policy if determined by the Superintendent to be more favorable to the student; (n) A description of the extent and nature of placement assistance provided to students and/or graduates, including but not limited to job search techniques, resume writing, job interview techniques, and the assistance the school provides in establishing job contacts/interviews for graduates; (o) Specifics describing the availability of student housing, counseling and other student services, if any; (p) A school calendar including beginning and ending dates of classes and programs, holidays and other dates of importance which are reasonably likely to affect the decision of the potential student; (q) A clear and conspicuous disclosure of the student's cancellation rights; and (r) A student grievance policy which includes this statement: "Students aggrieved by action of the school should attempt to resolve these problems with appropriate school officials. Should this procedure fail, students may contact: Oregon Department of Education, Public Service Building, 255 Capitol Street NE, Salem, Oregon 97310-0203." After consultation with appropriate Department staff and if the complaint alleges a violation of Oregon . vised Statutes ORS 345.010 to 345.470 or standards of the Oregon Administrative Rules 581-045-001 through 581-045-0210, the Department will begin the complaint investigation process as defined in OAR 581-045-0023 Appeals and Complaints.

Advertising and Marketing Requirements for Private Career Schools and ODA Institutions	Oregon Administrative Rules (OAR)
Information regarding program must be provided to students prior to commencing the program.	**OAR 581-045-0033(3)** The school must provide the following information no later than the time the student signs an enrollment agreement: (a) Number of students enrolled in the program at the beginning of the current reporting period; (b) Number of students who enrolled in the program during the last reporting period; (c) Number of students who left the program without completing it during the last reporting period; (d) Number of students who graduated from the program during the last reporting period; and (e) Number of those who graduated and were placed or working in full-time in directly related occupations during the last reporting period.
Salary and placement claims must be documented.	**OAR 581-045-0033(5)** A school shall have records available to document any statements made by the school through its advertising including salary and placement claims.
Schools may not advertise that they are "recommended" or "approved" by the state.	**OAR 581-045-0033(6)** A school shall not advertise that it is endorsed, recommended or approved by the Oregon Department of Education or the Superintendent. The school may use the phrase "licensed by the Oregon Department of Education" in its advertising material.
Education and training institutions performing other services must post who is providing the services—students, school employees or both.	**OAR 581-045-0033(7)** Any school that performs services for the public shall conspicuously display in the reception area a sign indicating that its services are performed exclusively by either students or employees, or both.
Agents for programs must be approved and follow rules set forward by the Superintendent.	**OAR 581-045-0061** (1) An agent shall be a person who has attained the age of 18 years, is of good moral character as described in OAR 581-045-0012(5), and is otherwise competent and qualified to safeguard and protect the interests of the public. (2) No person shall act in the state as an agent for a private career school unless the Superintendent has received the agent's registration. (3) Agents shall be considered registered only when the school notifies the Department in writing of the name, address, date of employment and geographic territory for each agent employed by the school. (4) For licensing purposes, registered agents shall be considered employees of the school. (5) Prior to employing agents a school shall provide training to the prospective agent that includes: knowledge of the Oregon private career school law and rules, detailed understanding of the school's catalog, student contracts, refund policy, other written school policies, and code of ethical conduct when dealing with prospective students and parent(s) or guardian(s).

Oregon Administrative Rules (OAR)

Agents shall provide only true and accurate information regarding and education and training institution.

OAR 581-045-0061(11) Agents shall not: (a) Make false, inaccurate or misleading statements concerning any degree, certificate or diploma offered by the school; (b) State that credits from the school are transferable unless such claims are supported by documentation in the school's files and provided to and on file with the Department. The agent shall, at the time of representation, identify each school or type of school and program which accepts such credits. The agent shall clearly and conspicuously disclose all limitations on such transferability; (c) Recommend a prospective student for acceptance if the agent does not have reason to believe the student has a chance to succeed; (d) Distribute distance learning lessons if to do so limits the student's right to cancel the enrollment within five business days of signing and receive a full refund of all monies paid to the school; (e) Collect any fee other than the registration fee prior to the student's official admittance; or (f) Represent that any commodity or service is free when, in fact, such commodity or service is regularly included as part of a course for which tuition or any other fee is paid.

Offering special bonuses or incentives for enrollment not available to all students.

OAR 581-045-0060(3) As recruitment of prospective students relates to advertising and promotional literature: No bonus or other incentive may be given a prospective student for the purpose of enticing the student to sign an enrollment agreement other than that which is offered to all students in a special promotional effort. This rule does not prohibit a school from establishing a bona fide scholarship program.

Student recruiters shall not utilize titles that imply that they are acting on behalf of prospective students and not the school.

Schools and agents are not allowed to discredit other schools or agents

OAR 581-045-0060(4) As recruitment of prospective students relates to the school's responsibility for its agents: (a) The school is responsible for insuring that the agent has been oriented to and is knowledgeable about the school's: (A) Beginning, history, and owners; (B) Program of studies; (C) Refund policy; (D) Admission and assessment requirements; (E) Graduation requirements; (F) Rules and regulations; (G) Financial policies and procedures; (H) Relationship to state laws and regulations; and (I) Relationship to applicable consumer protection laws. (b) The school is responsible for all advertising or promotional literature used by its agents; (c) The school or agent must provide the student a receipt for all money collected and a copy of the enrollment agreement; (d) No person who has any responsibility for the recruitment of students shall use the title of counselor, advisor or any term of similar import, as determined by the Superintendent. Persons responsible for student recruiting may use the titles of admissions representative, career consultant or other similar titles. The use of such titles shall be allowed so long as neither the school nor any such titled person represents, either directly or by implication, that they are acting on behalf of the prospective student rather than on behalf of the school; (e) No school or agent may discredit other schools or agents in any manner that may influence a student to leave another school or discourage a student from signing an enrollment agreement with another school;

Advertising and Marketing Requirements for Private Career Schools and ODA Institutions	Oregon Administrative Rules (OAR)
School publications, advertisements etc. are wholly accurate and in not misleading.	**OAR 583-030-0035 Information.** School publications, advertisements, and statements shall be wholly accurate and in no way misleading. Reference to state approval shall be limited to that described in OAR 583-030-0041. Reference to accreditation shall be limited to that defined in OAR 583-030-0015(9). A prospective student shall receive a complete description of the school and its policies before being enrolled. Where a degree implies preparation for a specific occupation, the school shall explain clearly the true relationship between its curriculum and subsequent student qualification for occupational practice. Specific information requirements follow. (a) The school shall publish at least every two years a catalog or general bulletin. The catalog shall contain a table of contents and adequate information concerning period covered, school name and address, telephone numbers, state approval, purpose, relationship to occupational qualification, controlling structure, board membership, financially interested parties, internal organization, faculty and administrators (listing position or teaching specialization together with all earned degrees and their sources, omitting unearned degrees and not confusing professional licenses with degrees), degree requirements and curricula, academic calendar, credit policy in accordance with OAR 583-030-0035(9), transferability of credit to other schools, admission requirements and procedures, academic advising and career planning, academic policies and grading, rules of conduct and disciplinary procedure, student services (counseling, health, placement, housing, food, bookstore, activities, organizations), student records, library, facilities, fees and refunds, estimated total expenses, financial aid, and job opportunities for current students.
School is scrupulously ethical in all communications with the public and with prospective students.	**OAR 583-030-0035(14)(c)** The school shall be scrupulously ethical in all communication with the public and with prospective students. A claim made to attract students shall be documented by evidence available to any person on request. The school shall make no attempt to attract anyone who does not appear likely to benefit from enrollment, and no attempt to attract students on any basis other than instruction and campus life appropriate to an educational institution. Outside the regular student financial aid process, there shall be no discounting of tuition as an incentive to enroll.
Fair practice shall be used in cases where a specific standard or prohibition is not identified.	**OAR 583-030-0035(23)** Fair Practice. Notwithstanding the absence of a specific standard or prohibition in this rule, no school authorized to offer academic degrees or seeking to qualify for such authorization shall engage in any practice that the Office [of Degree Authorization], accepting the burden of proof in due process, finds to be in contravention of statutory intent by reason of being fraudulent, dishonest, unethical, unsafe, exploitive, irresponsible, deceptive, or inequitable and thus harmful or unfair to persons with whom it deals.

APPENDIX F

Oregon Community Colleges Workforce Course and Program Approval Matrix

OREGON DEPARTMENT OF COMMUNITY COLLEGES
AND WORKFORCE DEVELOPMENT
255 Capitol Street NE
Salem, OR 97310

Office of Professional Technical Education

Phone: (503) 378-3600
Fax: (503) 378-5156

OREGON COMMUNITY COLLEGES
COURSE AND PROGRAM APPROVAL MATRIX

	Standalone Occupational Preparatory Course(s)*	Occupational Supplementary Course*	Certificate of Completion A (less than One Year)	Certificate of Completion B (One Year [approx. 45 credits)	Certificate of Completion C (One Year to 2 Years)	Certificate of Completion D (Two Years [Less than 108 credits])	Associate of Applied Science Degree with Occupational Program Title	Associate of Applied Science Degree with Occupational Program Title and Option Title
COURSE/PROGRAM CONTENT								
Occupational Preparatory (OP)	OP		OP	OP	OP	OP	OP	OP
Occupational Supplementary (OS)		OS	OS	OS	OS	OS	OS	OS
General Education Component	Not required	Not required	Not required	Yes	Yes	Yes	Yes	Yes
Financial Aid Eligible (usually programs >1 year)	No	No	No	Yes	Yes	Yes	Yes	Yes
COURSE/PROGRAM LENGTH								
Approximate Credits	1-11 credits	Up to 11credits	12-44 credits	45 credit credits	46 -90 credits	90-108 credits	90-108 credits	90-108 credits
Approximate Clock Hours (50 minute periods)	1-210 hours	1-210 hours	120-880 hours +/-	450-900 hours +/-	450-1800 hours +/-	900-2160 hours +/-	900-2160 hours +/-	900-2160 hours +/-
CREDIT OR NON-CREDIT								
Credit (C) or Non-credit (NC)	Local Decision	Local Decision	Local Decision	Local Decision	Local Decision	Local Decision	Local Decision	Local Decision
APPLICATION REQUIREMENTS								
SBE Standards Based Program Profile/Application	No	No	Yes	Yes	Yes	Yes	Yes	Yes
Short Application	Yes	Yes	No	No	No	No	No	No
Notification of Intent to Offer New Program/New Location Process (Adverse Impact)	N/A	N/A	Yes	Yes	Yes	Yes	Yes	Yes
Local Assurance of No Adverse Impact on Existing Local Programs	Yes	No	No	No	No	No	No	No
Approval Required Prior to Being Offered/Advertised	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes
APPROVALS NEEDED								
Local CC Board (CCBE) or CCBE Designated Approver (CCBE-D)	CCBE-D	CCBE-D	CCBE	CCBE	CCBE	CCBE	CCBE	CCBE
State Board of Education (SBE) OR SBE Designated Approver (SBE-D)	SBE-D	SBE-D	SBE	SBE	SBE	SBE	SBE	SBE
PROGRAM/COURSE REVIEW								
Annual Review and Submission to SBE-D	No	No	Yes	Yes	Yes	Yes	Yes	Yes

*Students completing a group of state-approved courses may be provided with a non-transcripted award, however promotional materials must be clear that the curriculum is not a state-approved program and does not lead to a Certificate of Completion or Associate Degree.

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APPENDIX G

State Course Numbering System

State Course Numbering System

Assignment of course numbers is the responsibility of the local institution. For community colleges that do not have their own course numbering system, this chart provides for an established system of course numbering.

NOTE: Cooperative work experience (CWE) is assigned the number 280 that is to be used for all instructional areas with prefixes included in the **Lower Division Collegiate Course Catalog**. For example, 2.280 is cooperative work experience for Distribution and Marketing, and 3.280 is cooperative work experience for Industrial Education. If 280 in any series is already assigned to another course, a change of numbers may be requested to free 280 for CWE, or an alpha symbol may be added such as 280A.

		State Activity Code
A. Adult Education Courses (Non-reimbursable)	0.100-0.499	4.1
B. General Self-Improvement Courses	0.500-0.999	3.6
C. Developmental Skills Courses		
1. ABE	0.745	3.2
2. GED	0.746	3.3
3. ESL	0.747	3.1
4. HSC	0.750-0.774	3.4
5. DS/PSR	Alpha 1-98	3.5
D. Occupational Preparatory Curriculum Courses	2.1	
1. Distribution and Marketing	2.100-2.499	
2. Office and Clerical	2.500-2.999	
3. Industrial (Trade & Industry)	3.100-3.999	
4. Common Preparatory	4.100-4.399	
5. Public Safety	5.100-5.299	
6. Health Occupations	5.400-5.999	
7. Technical Education	6.100-6.499	
8. Common Preparatory (Tech. Education)	6.500-6.599	
9. Home Economics	7.100-7.499	
10. Agriculture	8.100-8.499	
E. Occupational Supplementary Courses		
1. Common Supplementary	9.000-9.049	
2. Industrial	9.050-9.249	
3. Distribution and Marketing	9.250-9.299	
4. Public Safety	9.300-9.399	
5. Health Occupations	9.400-9.499	
6. Supervisory	9.500-9.549	
7. Technical	9.600-9.649	
8. Office and Clerical	9.700-9.749	
9. Agriculture	9.800-9.849	
10. Home Economics	9.900-9.949	
F. Apprenticeship		2.3

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REFERENCES

PUBLICATIONS

Commission on Colleges. (1999). *Accreditation Handbook, 1999 Edition.* Bellevue, WA: Northwest Association of Schools and Colleges.

National Center for Education Statistics. (1990). *Classification of Instructional Programs.* Washington, DC: U.S. Government Printing Office.

Carl D. Perkins Vocational and Technical Education Act of 1998, Pub. L. No. 105-332

2001-2002 FTE Guidelines for Oregon Community Colleges. (2001). Salem, OR: Oregon Department of Community Colleges and Workforce Development.

Oregon Community Colleges: Lower Division Collegiate Courses. (2001). Salem, OR: Oregon Department of Community Colleges and Workforce Development.

Oregon State Plan for Vocational and Technical Education. (2000). Salem, OR: Oregon Department of Education and Oregon Department of Community Colleges and Workforce Development.

Private Career Schools: Oregon Administrative Rules and Oregon Revised Statutes. (2001). Salem, OR: Oregon Department of Education.

WEBSITES – STATE AGENCIES AND ORGANIZATIONS

BizCenters (Small Business Development Centers) *www.bizcenter.org*.

Joint Boards Articulation Commission (General information) *www.ous.edu/aca/jbac*

Joint Boards Articulation Commission (Approved Writing 115 courses) *www.ous.edu/aca/WR115.html*

Office of Professional Technical Education *www.ode.state.or.us/opte/*

Oregon Administrative Rules *http://arcweb.sos.state.or.us*

Oregon Department of Community Colleges and Workforce Development *www.odccwd.state.or.us/*

Oregon Department of Community Colleges and Workforce Development (Literacy) *www.literacynet.org/oregon/*

Oregon Department of Community Colleges and Workforce Development (Oregon Community College Profile) *www.odccwd.state.or.us/colleges.htm*

Oregon Department of Community Colleges and Workforce Development (Oregon Community College Unified Reporting System) *www.odccwd.state.or.us/colleges/accountability/occurs/OCCURS.htm*

Oregon Department of Community Colleges and Workforce Development (Proficiencies for Entry into Programs) *www.odccwd.state.or.us/colleges/collegeprograms/default.htm*

Oregon Department of Education *www.ode.state.or.us*

Oregon Department of Transportation (Administrative Rules) *http://arcweb.sos.state.or.us/rules/OARS_700/OAR_737/737_015.html*

Oregon Department of Transportation (School-aged driver education) *www.odot.state.or.us/transafety/Driver_Education/Driver_Education_Main_Page*

Oregon Employment Department Labor Market Information *http://olmis.emp.state.or.us/*

Oregon Progress Board *www.econ.state.or.us/opb/*

Oregon Revised Statutes *http://landru.leg.state.or.us/ors*

Oregon State Board of Education *www.odccwd.state.or.us/colleges/stateboard/about.htm*

Oregon Statewide List of Eligible Training Providers and Programs under the Workforce Investment Act of 1998 *www.workforce.state.or.us/wfprograms/etp/*

Oregon Student Assistance Commission, Office of Degree Authorization *www.osac.state.or.us*

Oregon Workforce Investment Board *www.workforce.state.or.us/workforce.htm*

Private Career Schools and Veterans Programs Section *www.ode.state.or.us/pcs*

State of Oregon agencies *www.state.or.us/agencies.htm*

WEBSITES – CCWD/OPTE FORMS AND MATERIALS

The following CCWD/OPTE forms and materials are available at: *www.odccwd.state.or.us/colleges/publications*

Application for Approval of New or Revised Courses: Lower Division Courses

Application for Approval, Other Reimbursable Course Approval Form

Catalog of Other Reimbursable Courses

Community College Program Amendment Form

FTE Guidelines for Oregon Community Colleges

Notice of Intent and Application Timelines for 2001-2002

Notice of Intent to Apply for a New Program/Location Form

Notice of Intent to Apply for a New Program/Location Guidelines

Planning Guide and Application

Stand-Alone Professional Technical Course Application

Stand-Alone Professional Technical Course Application Criteria

WEBSITES – FEDERAL AND REGIONAL AGENCIES AND ORGANIZATIONS

National Center for Education Statistics, U.S. Department of Education *http://nces.ed.gov*

Northwest Association of Schools and Colleges *www/cocnasc.org*

Acronyms

AA-OT -------- Associate of Arts-Oregon Transfer degree
AAS ---------- Associate of Applied Science degree
ABE ---------- Adult Basic Education
AGS ---------- Associate of General Studies degree
AHS ---------- Adult High School program
AII/DD -------- Adverse intersegmental impact/detrimental duplication
AS ---------- Associate of Science degree

CAM ---------- Certificate of Advanced Mastery
CCWD ---------- Oregon Department of Community Colleges and Workforce Development
CCWD/OPTE - Oregon Department of Community Colleges and Workforce Development/Office of Professional Technical Education
CEU ---------- Continuing education unit
CIM ---------- Certificate of Initial Mastery
CIP ---------- Classification of Instructional Programs
CWE ---------- Cooperative work experience

ESL ---------- English as a Second Language

FTE ---------- Full time equivalency

GED ---------- General Educational Development

ITA ---------- Individual Training Account

LDC ---------- Lower Division Collegiate

OAR ---------- Oregon Administrative Rule(s)
OCCURS ------- Oregon Community College Unified Reporting System
ODA ---------- Office of Degree Authorization
ODE ---------- Oregon Department of Education
ODOT --------- Oregon Department of Transportation
OES ---------- Occupational Employment Statistics
OLMIS --------- Oregon Labor Market Information System
OPTE ---------- Office of Professional Technical Education
OPTEMIS ------ Office of Professional Technical Education Management Information System
ORS ---------- Oregon Revised Statutes
OST ---------- Occupational Skills Training
OUS ---------- Oregon University System
OWIB ---------- Oregon Workforce Investment Board

PASS ---------- Proficiency-based Admissions Standards System
PREP ---------- Proficiencies for Entry into Programs
PTE ---------- Professional technical education

USDOE -------- U.S. Department of Education

Glossary

Accredited: Approved to offer degrees at a specified level by an agency or association recognized as an accreditor nationally by the U.S. Secretary of Education, or so recognized by the Council for Higher Education Accreditation or its successor, or having candidacy status with an agency or association whose pre-accreditation category is recognized specifically by the U. S. Secretary of Education as an assurance of future accreditation. "Regionally accredited" means approved to offer degrees at a specified level by a regional institutional accreditor recognized for that purpose by the U.S. Secretary of Education. *(OAR 583-030-0015(9))*

Adult Basic Education (ABE): Provides instruction in fundamental academic and pre-occupational skills for adults with less than the equivalent of a ninth grade education. The main focus of instruction is on language arts and computational skills. The curriculum also includes life and citizenship skills. *(2001-2002 FTE Guidelines)*

Adult High School Diploma (AHS): High school curriculum offered by community colleges for which a community college adult high school diploma or a diploma from a cooperating high school is awarded. Each college must have an approved high school diploma plan filed with the Department of Community Colleges and Workforce Development. The plan must meet state graduation requirements. *(1996 Community College Handbook)*

Adverse intersegmental impact (AII): The detriment of duplication would fall on a school or its students in a segment other than that of the school proposing the new program or location, except that a publicly funded program or location proposed by a private school or other organization has adverse intersegmental impact if it is detrimental to a school in any of the five segments. *(OAR 583-040-0010(9))*

All aspects of an industry: Strong experience in, and comprehensive understanding of, the industry that the individual is preparing to enter. Generally includes community issues related to the industry, technical and production skills, underlying principles of technology, finance, health, safety, and the environment, management, planning, and labor issues. *(Perkins Act of 1998)*

Apprenticeship: Occupational training that combines on-the-job experience with classroom training. Industry and individual employers design and control the training programs, and pay apprentices' wages. Apprenticeship trains workers to meet industry standards for a given occupation. Apprenticeship is a partnership of employers, workers, the State of Oregon, and a variety of schools and community colleges. *(Oregon Bureau of Labor and Industries)*

Articulation: The state of being jointed or interrelated. In education, articulation refers to interrelationships of curriculum, standards, and proficiencies across levels (e.g., elementary, secondary, postsecondary) and across segments (e.g., community colleges and public or private four-year institutions) as well as to movement of students between segments. *(Webster's Ninth New Collegiate Dictionary, CCWD/OPTE)*

Articulation agreements: Written descriptions of curriculum, course, and proficiency interrelationships mutually acknowledged among levels and/or sectors of education. These agreements may smooth the transition of students from one level or sector to another, potentially shortening the amount of time required to complete a program of study. *(CCWD/OPTE)*

Associate degree: A lower division undergraduate award issued by a community college that indicates satisfactory completion of a course of study approved by the community college board. At a minimum, associate degrees require 90 total term units; a recognizable core of general education courses; and an established standard of academic achievement. *(OAR 589-006-0100(2) and (3))*

ASSOCIATE OF APPLIED SCIENCE DEGREE (AAS) OPTIONS: A specialization of an approved Associate of Applied Science degree program. Options may be added to an existing AAS degree program or they may be approved as part of a new AAS degree program application. More than one option may be added to an AAS degree program if the option leads to a specialization of the base program. A common core group of courses comprising 70% of program credits must be maintained for all options. *(2001 Community College Handbook)*

BASIC SKILLS: English reading, writing and computing skills *(Workforce Investment Act of 1998)*

BLOCK TRANSFER: An agreement between a community college and a four-year institution to accept a specified set of community college courses (which may include professional technical education courses) for transfer. *(CCWD/OPTE)*

BUSINESS AND INDUSTRY-BASED PROGRAMS: Associate of Applied Science degrees and certificates of completion designed for employers to meet specific occupational and educational needs of their current employees. *(2001 Community College Handbook)*

CAREER GUIDANCE AND ACADEMIC COUNSELING: Providing access to information regarding career awareness and planning with respect to an individual's occupational and academic future that shall involve guidance and counseling with respect to career options, financial aid, and postsecondary options. *(Perkins Act of 1998)*

CARL D. PERKINS VOCATIONAL AND TECHNICAL EDUCATION ACT OF 1998, P.L. 105-332: The statute that establishes federal policy and appropriates federal funds to support the development and improvement of vocational and technical education programs in public schools and postsecondary institutions. *(CCWD/OPTE)*

CERTIFICATE OF ADVANCED MASTERY (CAM): An award given to students who demonstrate application and extension of academic and career-related learning knowledge and skills in new and complex situations appropriate to the student's personal, academic, and career interests, and post-high school goals. *(Oregon Department of Education 2001)*

CERTIFICATE OF COMPLETION: A form of recognition awarded by a community college for meeting minimum occupational course or curriculum requirements. Certificates of completion must be state approved, have a defined job entry point, represent collegiate-level work, and meet State Board of Education's criteria. Commonly referred to as one-year and two-year certificates of completion. *(2001 Community College Handbook, 1996 Community College Handbook)*

CERTIFICATE OF INITIAL MASTERY (CIM): An award given to students who have met CIM standards on state tests and classroom assignments in English, mathematics, and science. Social sciences (history, civics, geography, and economics), the arts, second language, and physical education will be phased in as part of the certificate. *(Oregon Department of Education 2001)*

CLASSIFICATION OF INSTRUCTIONAL PROGRAMS (CIP): A federal taxonomy of program titles, terms, and descriptions designed to define and classify instruction according to currently recognized awards and program completions at the national, state, and local levels. *(Classification of Instructional Programs 1990)*

CLOCK/CONTACT HOUR: One clock (or contact) hour is 60 minutes long. No more than 10 minutes of each hour can be used for a regularly-scheduled break or passing period. NOTE: This is the correct definition of a clock hour for purposes of reimbursement; the definition of a "term hour" in OAR 589-001-0300(9) shall not be used as the basis for calculating contact hours. *(2001-2002 FTE Guidelines)*

COLLEGIATE LEVEL: Collegiate level work provides skills and information beyond what is normally gained before or during the secondary school level. It is characterized by analysis, synthesis, and applications in which students demonstrate an integration of skills and critical thinking. It is a term that denotes more than college/university transfer courses. It also includes professional technical education and other courses that exceed basic skills, workplace readiness, and fundamental basic skills. Courses must be collegiate level if used to fulfill a requirement in an associate degree, option, or certificate of completion program.

Glossary (cont'd)

Complementary courses in general education: Courses that are designed to serve as supportive parts of the occupational preparatory curriculums. They are designed to aid the students in attaining a higher degree of self-development and to assist the student to make a maximum contribution as a citizen in a democratic society. *(OAR 589-006-0300(1)(d))*

Continuing education unit (CEU): A form of recognition given for completion of a unit of training. At Oregon community colleges, they are usually given for completion of occupational supplementary courses. *(2001 Community College Handbook; 1996 Community College Handbook)*

Contracted training: Courses, workshops, and seminars designed for and delivered to business. *(CCWD/OPTE)*

Cooperative work experience (CWE): The placement of students in a work experience. The college supervisor visits the field work site periodically. The primary supervision is from the employer or other individual contracted to provide field experience. CWE includes a seminar in conjunction with a field placement. Each student should have theoretical knowledge and/or practical experience in a major field of study prior to being placed in a cooperative work experience setting. *(2001-2002 FTE Guidelines)*

Credit: Indication or certification by a school that a student has completed a unit of study, demonstrated achievement or proficiency, or manifested measured learning outside of school, so as to have satisfied a portion of the requirements for a degree or for any other academic recognition offered by the school. The full term is "postsecondary or college credit." *(OAR 583-030-0015(12))*

Credit course: Credit is a local college issue, but usually applies to courses offered by the college as part of a lower-division transfer degree or approved occupational preparatory program. *(2001-2002 FTE Guidelines)*

Curriculum: A plan for teaching and learning which includes objectives, subject matter content, learning experiences and teaching strategies, teaching aids, and evaluations. *(1996 Community College Handbook)*

Degree: Any academic or honorary title, rank, or status that may be used for any purpose whatsoever, which is designated by a symbol or series of letters or words such as, but not limited to, associate, bachelor, master, or doctor, and forms or abbreviations there of that signifies, purports, or may generally be taken to signify (a) completion of a course of instruction at the college or university level, or (b) demonstration of achievement or proficiency comparable to such completion, or (c) recognition for nonacademic learning, public service, or any other reason of distinction comparable to such completion. *(OAR 583-030-0015(1))*

Detrimental duplication (DD): A situation that occurs when recruitment of students for a new program or location will tend to redirect prospects from a fixed pool concomitant with the application of publicly funded educational cost subsidies, thereby significantly reducing enrollment in existing similar programs for which student financial aid is available but the number of prospective enrollees is limited by non-financial factors such as interest, qualifications needed for admission, internship openings for students, and job openings for graduates. *(OAR 583-040-0010(8))*

Developmental education: The broad category of courses offered in Oregon community colleges that are precollege level. Courses covered by the Adult Education Act include Adult Basic Education, General Education Development, English as a Second Language, Adult High School completion classes, as well as postsecondary remedial or developmental skills courses and programs. Generally academic courses listed below the level of 100 are considered developmental education courses. *(1996 Community College Handbook)*

Direct instruction: Instruction takes place when a course or program provides an educational experience under the direct control of the college. Evidence of direct control includes: responsibility for fiscal, academic, and student support administration; compatibility with the institution's mission and goals; and responsibility for design, approval, delivery, and periodic evaluation of a course or program under established institutional procedures. *(2001-2002 FTE Guidelines)*

DISLOCATED WORKER: An individual who (A) has been terminated or laid off, or who has received a notice of termination or layoff, from employment; (B) has been terminated or laid off, or has received a notice of termination or layoff, from employment as a result of any permanent closure of, or any substantial layoff at, a plant, facility, or enterprise; (C) was self-employed (including employment as a farmer, a rancher, or a fisherman) but is unemployed as a result of general economic conditions in the community in which the individual resides or because of natural disasters; or (D) is a displaced homemaker. *(Workforce Investment Act of 1998)*

DISPLACED HOMEMAKER: An individual who has worked primarily without remuneration to care for a home and family, and for that reason has diminished marketable skills; has been dependent on the income of another family member but is no longer supported by that income; or is a parent whose youngest dependent child will become ineligible to receive assistance under Part A of Title IV of the Social Security Act not later than 2 years after the date on which the parent applies for assistance under this title; and is unemployed or underemployed and is experiencing difficulty in obtaining or upgrading employment. *(Perkins Act of 1998)*

DISTANCE EDUCATION: An all encompassing term used to either describe different technologies used to extend the educational capabilities of an institution (e.g., modem education, on-line course, hybrid course) or a means to provide educational opportunity to those incapable of receiving education through traditional classroom settings. *(2001-2002 FTE Guidelines)*

DUAL CREDIT: Lower division collegiate transfer courses offered to high school students for college credit and which may also fulfill high school graduation requirements. Also, see ORS 341.525 (3) and OAR 589-007-0200. *(2001-2002 FTE Guidelines)*

ELIGIBLE TRAINING PROVIDER: A provider who is a postsecondary institution that is eligible to receive Federal funds under Title IV of the Higher Education Act of 1965 and provides a program that leads to an associate degree, baccalaureate degree, or certificate; an entity that carriers out programs under the National Apprenticeship Act; or another public or private provider of a program of training services. *(Workforce Investment Act of 1998)*

ENGLISH AS A SECOND LANGUAGE (ESL): Courses designed to help persons whose native language is not English to understand, speak, and write the English language. *(2001-2002 FTE Guidelines)*

FULL-TIME EQUIVALENCY (FTE): For each 510 hours of instructional time provided to students in select courses a college is awarded one FTE for reimbursement. College funding is based in part on the development of FTE. Also, see OAR 589-002-0100 (7). *(2001-2002 FTE Guidelines)*

GENERAL EDUCATION: Introduces students to the content and methodology of the major areas of knowledge - the humanities and fine arts, the natural sciences, mathematics, and the social sciences - and helps them develop the mental skills that will make them more effective learners. *(Accreditation Handbook 1999)*

GENERAL EDUCATIONAL DEVELOPMENT: Classes provide a review of and instruction in basic academic skills to assist adults who have not graduated from high school to prepare for the General Educational Development tests. An Oregon certificate of equivalency is issued by the Oregon Board of Education to individuals who earn passing scores. Also, see OAR 589-007-0400. *(2001-2002 FTE Guidelines)*

HOBBY COURSE: Any directed activity engaged in by individuals as an avocation resulting in a collection of objects or in the production of works. *(OAR 589-006-0400(6)(a))*

INTERSEGMENTAL: Across segments of education. See definition of "Segments of Education" in Glossary.

GLOSSARY (CONT'D)

JOINT BOARDS ARTICULATION COMMISSION: A policy group created and appointed by the State Board of Education and State Board of Higher Education to encourage active cooperation and collaboration among sectors and within systems (K-12, community colleges, and baccalaureate-granting institutions) in order to achieve the most efficient and effective articulation possible. The Commission is comprised of representatives appointed by the chief executive officers from the community college, university system, K-12, and independent college sectors. *(OUS website: www.ous.edu/aca/jbac)*

LABORATORY (LAB): An instructional setting in which students work independently with the instructor available and in the instructional area for assistance and supervision. *(1996 Community College Handbook)*

LEARNING (INSTRUCTIONAL) OBJECTIVE: A statement of what the learner is expected to accomplish or acquire as a result of the learning experience. Objectives are measurable and delineate the content, conditions, and criteria to be used to demonstrate mastery of the objective. *(1996 Community College Handbook)*

LECTURE: An instructional setting in which the instructor delivers information with limited student discussion. *(1996 Community College Handbook)*

LECTURE/LAB: An instructional setting in which the instructor gives short presentations and supervises student application of content. Instructional methods are integrated; lecture and lab are dependent upon each other for the student's educational success. *(1996 Community College Handbook)*

LITERACY: The combination of foundation skills (reading, math, writing, and communication) and workplace skills (teamwork, resource allocation, decision making, problem solving, critical thinking, personal self-management, and technology competence) necessary to adequately function as workers, family members, and members of a community in an information society. *(Oregon State Board of Education)*

LOWER DIVISION COLLEGIATE (LDC) COURSES: Areas of instruction, including a representative range of academic and professional fields, which parallel the offerings of the first two years of the four-year institutions, carry regular college transfer credit, and based on current articulation agreements between the Department [CCWD] and the State Board of Higher Education, are generally accepted for transfer credit by higher education institutions. *(OAR 589-006-0200(1))*

NEXT STEPS: Activities that students pursue following completion of their program of study. *(CCWD/OPTE)*

NEW LOCATION OF AN APPROVED PROGRAM: A facility where students collectively may receive instruction in the program face-to-face or through telecommunications in a community not previously so served, including a non-Oregon location within 50 miles of where a comparable program is located in Oregon. "New location" does not mean a medium of statewide or universal transmission through which students separately and privately receive instruction for distance learning. *(OAR 583-040-0010(5))*

NEW PROGRAM: Any program not previously approved by the [State Board of Education,] Office [of Degree Authorization] or the [Oregon Student Assistance] Commission, or by their predecessor review authorities, regardless of whether it comprises new instructional components or the reassembled components of existing programs. *(OAR 583-040-0010(4))*

NON-CREDIT COURSE: A course that does not offer college credit for completion and generally cannot be used as part of a credit based degree or certificate of completion program. Continuing education units (CEUs) are often used to describe the duration of study for these courses. *(1996 Community College Handbook)*

NONTRADITIONAL TRAINING AND EMPLOYMENT: Occupations or fields of work, including careers in computer science, technology, and other emerging high skill occupations, for which individuals from one gender comprise less than 25 percent of the individuals employed in each such occupation or field of work. *(Perkins Act of 1998)*

NORTHWEST ASSOCIATION OF SCHOOLS AND COLLEGES' COMMISSION ON COLLEGES AND UNIVERSITIES: One of six regional associations in the United States which accredits schools and colleges. Its purpose is the improvement of educational institutions and the development of better working relationships among schools and postsecondary institutions. *(1999 Accreditation Handbook)*

OCCUPATIONAL PREPARATORY: Courses and programs which are postsecondary courses designed to prepare persons for employment in a specified occupation or cluster of closely related occupations. Special needs courses, designed for persons who have academic, socioeconomic or other handicaps that would prevent them from succeeding in regular occupational preparatory courses, are included. *(OAR 589-006-0300(1)(b))*

OCCUPATIONAL SUPPLEMENTARY: Courses and programs designed for individuals who have already entered an occupation but seek to improve their occupational skills and knowledge in order to achieve employment stability or advancement. *(OAR 589-00600300(1)(c))*

OTHER EDUCATION COURSES: General self-improvement courses intended primarily for adults and independent of occupational or lower division collegiate curricula. These courses are not intended for programs which may lead toward a baccalaureate degree and are not vocationally oriented. They may be used as required and elective courses in degree programs." *(OAR 589-006-0400 (1)(a))*

PROFESSIONAL TECHNICAL EDUCATION (PTE): A program of study at the secondary and postsecondary levels that is a key component of Oregon's education and workforce development system. PTE integrates technical career skill proficiencies with academic content and prepares students for the workplace, further education, training, and family and community roles. At the postsecondary level, PTE helps students complete Associate of Applied Science (AAS) degree and certificate of completion programs, preparing them for workplace entry and career success. *(Oregon State Plan for Vocational and Technical Education, 2000-2004)*

PROFICIENCIES FOR ENTRY INTO PROGRAMS (PREP): A set of proficiency statements developed to help community colleges better inform students of the knowledge and skills they are expected to have upon entry into individual college programs if they are to complete the program within its stipulated length. *(2001 Community College Handbook)*

PROFICIENCY-BASED ADMISSIONS STANDARDS SYSTEM (PASS): A set of proficiency requirements for students to be admitted to Oregon's public universities. Students will need to demonstrate their knowledge and skill in English, mathematics, science, second languages, visual and performing arts, and social science. PASS will be phased in beginning the fall term of 2001. *(OUS website: www.ous.edu)*

PROGRAM: Any organized teaching and learning activity with open enrollment of which successful completion qualifies a student for a degree, a certificate of substantial academic or vocational learning short of a degree, a certificate of preparation related to new or modified occupational licensure, or another academic or vocational certificate that represents a shorter period of activity but has value as a public credential. *(OAR 583-040-0010(3))*

PROGRAM APPROVAL: The process by which local community college boards, the State Board of Education, and the Oregon Student Assistance Commission approve new community college programs, courses, and locations. Program approval is criteria based, focusing on standards of quality. New community college programs or locations must not cause adverse intersegmental impact or detrimental duplication. *(CCWD/OPTE)*

PROTECTED CLASS: A group of people protected by law from discrimination on the basis of a shared characteristic, or a perception of that characteristic, such as race, sex, age, disability or other. *(OAR 839-003-0005(11))*

GLOSSARY (CONT'D)

PUBLICLY FUNDED: Controlled by an agency of government or by a public corporation as occurs in [Oregon community colleges, institutions of higher education, and the Oregon Health Sciences University], regardless of specific sources and applications of funds, or controlled by a private entity [private colleges and universities and private career schools] but subsidized with appropriated public funds received directly for program operation rather than indirectly in the form of student financial aid. *(OAR 583-040-0010(7))*

RECOGNITION AWARD: An award given to a student by a community college for completion of a course or courses or for attendance and participation in workshops or seminars. Recognition awards may not be called "certificates of completion" and may not be included on the official student transcript. *(2001 Community College Handbook)*

RECREATION COURSE: Any directed activity in which individuals participate with the purpose of engaging in physical activity, except those activities which focus on physical fitness or which directly relate to the initial skill development of physical activities in which individuals could reasonably be expected to participate during most of their adult lives. *(OAR 589-006-0400(6)(b))*

RELATED INSTRUCTION: Programs of study for which applied or specialized associate degrees are granted, or programs of an academic year or more in length for which certificates are granted, must contain a recognizable body of instruction in program-related areas of 1) communication, 2) computation, and 3) human relations. Additional topics which should be covered as appropriate include safety, industrial safety, and environmental awareness. *(Accreditation Handbook 1999)*

RELATED TRAINING: Classroom training associated with on-the-job training for apprentices. The local apprenticeship committee establishes the content of the classroom training based on industry standards and requirements. Most apprenticeship programs require approximately 144 hours of related training per year. *(Bureau of Labor & Industries website: www.boli.state.or.us)*

SEGMENT OF EDUCATION: Any one of the following: (a) Oregon community colleges, community college districts, or service districts, together with every other postsecondary program or location ultimately sponsored by the State Board of Education; (b) Oregon state-owned institutions of higher education and related organizational units, together with every other postsecondary program or location ultimately sponsored by the State Board of Higher Education; (c) The Oregon Health Sciences University, any hereafter created public corporations for higher education, and any organizational units of such public corporations, together with every postsecondary program or location under their ultimate sponsorship; (d) Private Oregon degree-granting institutions and organizations and all non-Oregon entities offering residential instruction in Oregon for credit toward full degrees approved by the Office of Degree Authorization, together with every postsecondary program or location they sponsor; and (e) Private nondegree career schools offering instruction in Oregon and licensed under ORS 345, together with every postsecondary program or location they sponsor. *(OAR 583-040-0010(6))*

SELF-IMPROVEMENT COURSES: Courses intended primarily for adults and independent of occupational or lower division curricula. These courses are not intended for programs that may lead toward a baccalaureate degree. They may be used as prerequisite and elective courses in vocational degree and certificate programs. *(OAR 589-006-0400)*

SIZE, SCOPE AND QUALITY: Size: The services and experiences necessary for program completion are accessible to all students. The program offers sufficient resources (e.g., technology, courses, work-based learning experiences) to enable students to meet the standards that prepare them for their "next steps." Scope: The program offers students multiple opportunities to meet academic, technical, and career-related learning [workplace readiness] standards. The curriculum offers a coherent sequence of student experiences, including the integration of academic and technical content, all aspects of an industry, and connec-

tions to "next steps." Quality: Students meet or exceed state academic, technical, and career-related learning or workplace standards. Programs systematically and comprehensively incorporate all elements of the state's program approval standards. *(Oregon State Plan for Vocational and Technical Education, 2000-2004)*

SPECIAL POPULATIONS: Individuals with disabilities; individuals from economically disadvantaged families, including foster children; individuals preparing for nontraditional training and employment; single parents, including single pregnant women; displaced homemakers; and individuals with other barriers to educational achievement, including individuals with limited English proficiency. *(Perkins Act of 1998)*

STAND-ALONE OCCUPATIONAL PREPARATORY COURSES: Courses designed for individuals seeking to build knowledge and skills for employment in an area not included in one or more of a community college's existing approved Associate of Applied Science degree or certificate of completion programs. Stand-alone courses must encompass a minimum of 10 lecture hours or 30 laboratory hours. *(2001 Community College Handbook)*

STATE APPROVED PROGRAM: A community college program which meets the guidelines outlined in the **Community College Handbook October 2001 Edition** and which has been approved by the State Board of Education and the Oregon Student Assistance Commission. *(CCWD/OPTE)*

SUPPLEMENTARY (SUPPORT) SERVICES: Services related to curriculum modification, equipment modification, classroom modification, supportive personnel, and instructional aids and devices. *(Perkins Act of 1998)*

TECH PREP: A program of study that combines at least 2 years of secondary education and 2 years of postsecondary education in a nonduplicative sequential course of study; strengthens the applied academic component of vocational and technical education through the integration of academic, and vocational and technical, instruction; provides technical preparation in an area such as engineering technology, applied science, a mechanical, industrial, or practical art or trade, agriculture, a health occupation, business, or applied economics; builds student competence in mathematics, science, and communications (including through applied academics) in a coherent sequence of courses; and leads to an associate degree or a certificate in a specific career field and to high skill, high wage employment, or further education. *(Perkins Act of 1998)*

TWO PLUS TWO: Planned professional/technical programs articulated between high schools and community colleges. Also, see ORS 341.450 *(2001-2002 FTE Guidelines)*

TWO PLUS TWO PLUS TWO: Planned professional technical education programs articulated among high schools, community colleges, and four-year institutions. *(CCWD/OPTE)*

VOCATIONAL AND TECHNICAL EDUCATION: Organized educational activities that offer a sequence of courses that provides individuals with the academic and technical knowledge and skills the individuals need to prepare for further education and for careers (other than careers requiring a baccalaureate, master's, or doctoral degree) in current or emerging employment sectors; and include competency-based applied learning that contributes to the academic knowledge higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, of an individual. *(Perkins Act of 1998)*

WORKFORCE INVESTMENT ACT OF 1998 (WIA): The statute that establishes federal policy direction and appropriates federal funds for employment and training programs. These programs include training for disadvantaged youth, adults, and dislocated workers; adult education and literacy; employment services and labor market information; and rehabilitation services for individuals with disabilities. *(CCWD/OPTE)*

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It is the policy of the State Board of Education and a priority of the Department of Community Colleges and Workforce Development that there will be no discrimination or harassment on the grounds of race, color, sex, marital status, religion, national origin, age, or disability in any educational programs, activities, or employment. Persons having questions about equal opportunity and nondiscrimination should contact the Commissioner at the Department of Community Colleges and Workforce Development.

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